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ABSTRACT

This Alberta curriculum guide defines competencies that help students build daily living skills, investigate career options in legal occupations, use technology in the legal field effectively and efficiently, and prepare for entry into the workplace or related postsecondary programs. The first section provides a program rationale and philosophy for career and technology studies, general learner expectations, program organization information, curriculum and assessment standards, and types of competencies. The second section presents students with basic and practical information about the law in daily life, equips students to participate in the changing of laws, and creates awareness of the many law-related occupational opportunities that are available. It includes a rationale and philosophy for the legal studies strand, strand organization, and planning for instruction. The 13 modules are organized into introductory, intermediate, and advanced levels that cover a comprehensive set of competencies in the field of law-related education. Modules also define exit-level competencies, specify prerequisites, and outline specific learner expectations. Other sections of the guide contain the following: module curriculum and assessment standards; assessment tools; linkages and transitions with other strands, other educational programs, and to the community, the workplace and the credentialing process; a learning resource guide listing 50 resources keyed to modules, plus sources for further information; and sample student learning guides. (KC)

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CAREER & TECHNOLOGY STUDIES

LEGAL STUDIES

GUIDE TO STANDARDS AND IMPLEMENTATION

1997

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Program/Level: Career and Technology Studies/Secondary

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This document supersedes all previous versions of the *Career & Technology Studies Guide to Standards and Implementation*.

This publication is a support document. The advice and direction offered is suggestive except where it duplicates the Program of Studies. The Program of Studies—a prescriptive description of the expectations of student learning, focusing on what students are expected to know and be able to do—is issued under the authority of the Minister of Education pursuant to section 25(1) of the *School Act*, Statutes of Alberta, 1988, Chapter S-3.1 as amended, and is required for implementation. **Within this document, the Program of Studies is shaded so that the reader may readily identify all prescriptive statements or segments.**

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CAREER AND TECHNOLOGY STUDIES

A. PROGRAM RATIONALE AND PHILOSOPHY

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering post-secondary programs and/or the highly competitive workplace.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and the community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by taking advantage of the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased responsibility for their learning; cultivating their individual talents, interests and abilities; and by defining and acting on their goals.

As an important component of education in Alberta secondary schools, CTS promotes student achievement by setting clear expectations and recognizing student success. Students in CTS develop competencies—the knowledge, skills and attitudes they are expected to demonstrate, that is, what they know and what they are able to do.

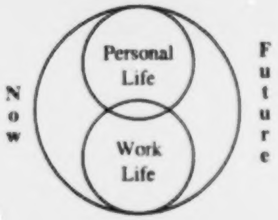
Acquired competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To facilitate this transition, clearly stated expectations and standards have been defined in cooperation with teachers, business and industry representatives and post-secondary educators.

CTS offers all students important learning opportunities. Regardless of the particular area of study chosen, *students* in CTS *will*:

- develop skills that can be applied in their daily lives, now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions and to appreciate environmental and safety precautions.

CAREERS



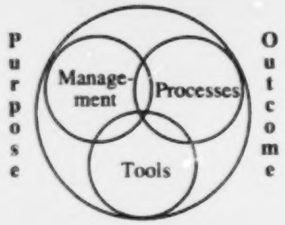
A career encompasses more than activities just related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen of the world.

The integration of careers throughout the CTS program helps students to make effective career decisions and to target their efforts. CTS students will have the opportunity to expand their knowledge about careers, occupations and job opportunities, as well as the education and/or training requirements involved. Also, students come to recognize the need for lifelong learning.

Students in CTS have the opportunity to use and apply technology and systems effectively and efficiently. This involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools and/or resources available
- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.

TECHNOLOGY



Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems and challenges, and manage resources effectively and efficiently. Social skills improve through learning experiences that require students to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

As well as honing employability skills, CTS reinforces and enhances learnings developed in core and other complementary courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

In addition to the common outcomes described above, students focusing on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

GENERAL LEARNER EXPECTATIONS

General learner expectations describe the basic competencies integrated throughout the CTS program.

Within an applied context relevant to personal goals, aptitudes and abilities; *the student* in CTS *will*:

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life
- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements
- use technology effectively to link and apply appropriate tools, management and processes to produce a desired outcome
- develop basic competencies (employability skills), by:
  - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing learning)
  - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing resources)
  - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (problem solving and innovation)
  - demonstrating appropriate written and verbal skills, such as composition, summarization and presentation (communicating effectively)
  - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (working with others)
  - maintaining high standards of ethics, diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility).

PROGRAM ORGANIZATION

CURRICULUM STRUCTURE

Career and Technology Studies is organized into **strands** and **modules**.

Strands in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors offering positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. Industry sectors encompass goods-producing industries, such as agriculture, manufacturing and construction; and service-producing industries, such as business, health, finance and insurance.

Modules are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Modules also specify prerequisites. Recommendations for module parameters, such as instructional qualifications, facilities and equipment can be found in the guides to implementation.

The competencies a student must demonstrate to achieve success in a module are defined through the *module learner expectations*. Senior high school students who can demonstrate the module learner expectations; i.e., who have the designated competencies, will qualify for one credit toward their high school diploma.

Specific learner expectations provide a more detailed framework for instruction. Within the context of module learner expectations, the specific learner expectations further define the knowledge, skills and attitudes the student should acquire.

The following chart shows the 22 strands that comprise the CTS program and the number of modules available in each strand.

Strand	No. of Modules
1. Agriculture	33
2. Career Transitions	28
3. Communication Technology	33
4. Community Health	31
5. Construction Technologies	46
6. Cosmetology	58
7. Design Studies	31
8. Electro-Technologies	37
9. Energy and Mines	26
10. Enterprise and Innovation	8
11. Fabrication Studies	41
12. Fashion Studies	29
13. Financial Management	14
14. Foods	37
15. Forestry	21
16. Information Processing	48
17. Legal Studies	13
18. Logistics	12
19. Management and Marketing	19
20. Mechanics	54
21. Tourism Studies	24
22. Wildlife	17

LEVELS OF ACHIEVEMENT

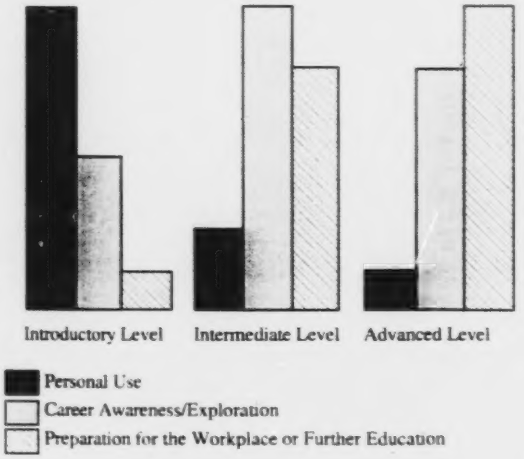
Modules are organized into three levels of achievement: **introductory**, **intermediate** and **advanced**. As students progress through the levels, they will be expected to meet higher standards and demonstrate an increased degree of competence, in both the general learner expectations and the module learner expectations.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are for students who have no previous experience in the strand.

Intermediate level modules build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Advanced level modules refine expertise and help prepare students for entry into the workplace or a related post-secondary program.

The graph below illustrates the relative emphasis on the aspects of career planning at each of the levels.



CURRICULUM AND ASSESSMENT STANDARDS

Curriculum standards in CTS define what students must know and be able to do. Curriculum standards are expressed through general learner expectations for CTS, and through module and specific learner expectations for each strand.

Assessment standards define how student performance is to be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies of each module learner expectation. To receive credit for a module, students must demonstrate competency at the level specified by the conditions and criteria defined for each module learner expectation.

Students throughout the province receive a fair and reliable assessment as they use the standards to guide their efforts, thus ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are, as much as possible, linked to workplace and post-secondary entry-level requirements.

TYPES OF COMPETENCIES

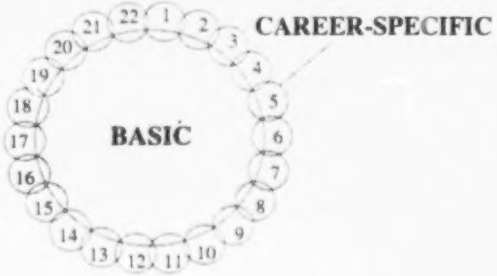
Two types of competencies are defined within the CTS program: basic and career-specific.

Basic competencies are generic to any career area and are developed within each module. Basic competencies include:

- personal management: e.g., managing learning, being innovative, ethics, managing resources
- social: e.g., communication, teamwork, leadership and service, demonstrating responsibility (safety and accountability).

Career-specific competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The model below shows the relationship of the two types of competencies within the 22 strands of the CTS program.



BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework★. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages.** Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Managing Learning			
☐ comes to class prepared for learning	☐ ——→——→	☐ ——→——→	☐ ——→——→
☐ follows basic instructions, as directed	☐ follows instructions, with limited direction	☐ follows detailed instructions on an independent basis	☐ ——→——→
	☐ sets goals and establishes steps to achieve them, with direction	☐ sets clear goals and establishes steps to achieve them	☐ demonstrates self-direction in learning, goal setting and goal achievement
☐ acquires specialized knowledge, skills and attitudes	☐ applies specialized knowledge, skills and attitudes in practical situations	☐ transfers and applies specialized knowledge, skills and attitudes in a variety of situations	☐ transfers and applies learning in new situations; demonstrates commitment to lifelong learning
☐ identifies criteria for evaluating choices and making decisions	☐ identifies and applies a range of effective strategies for solving problems and making decisions	☐ uses a range of critical thinking skills to evaluate situations, solve problems and make decisions	☐ thinks critically and acts logically to evaluate situations, solve problems and make decisions
☐ uses a variety of learning strategies	☐ explores and uses a variety of learning strategies, with limited direction	☐ selects and uses effective learning strategies	☐ ——→——→
		☐ cooperates with others in the effective use of learning strategies	☐ provides leadership in the effective use of learning strategies
Managing Resources			
☐ adheres to established timelines; uses time/schedules/planners effectively	☐ creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis
☐ uses information (material and human resources), as directed	☐ accesses and uses a range of relevant information (material and human resources), with limited direction	☐ accesses a range of information (material and human resources), and recognizes when additional resources are required	☐ uses a wide range of information (material and human resources) in order to support and enhance the basic requirement
☐ uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service	☐ uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision	☐ selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis	☐ recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)
☐ maintains, stores and/or disposes of equipment and materials, as directed	☐ maintains, stores and/or disposes of equipment and materials, with limited assistance	☐ maintains, stores and/or disposes of equipment and materials on an independent basis	☐ demonstrates effective techniques for managing facilities, equipment and supplies
Problem Solving and Innovation			
☐ participates in problem solving as a process ☐ learns a range of problem-solving skills and approaches	☐ identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints	☐ thinks critically and acts logically in the context of problem solving	☐ identifies and resolves problems efficiently and effectively
☐ practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ applies problem-solving skills to a directed or a self-directed activity, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ transfers problem-solving skills to real-life situations, by generating new possibilities ☐ prepares implementation plans ☐ recognizes risks	☐ identifies and suggests new ideas to get the job done creatively, by: – combining ideas or information in new ways – making connections among seemingly unrelated ideas – seeking out opportunities in an active manner

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Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Communicating Effectively			
☐ uses communication skills; e.g., reading, writing, illustrating, speaking	☐ communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means	☐ prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments	☐ negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests
☐ uses language in appropriate context	☐ uses technical language appropriately	☐ encourages, persuades, convinces or otherwise motivates individuals	☐ negotiates and works toward a consensus
☐ listens to understand and learn	☐ listens and responds to understand and learn	☐ listens and responds to understand, learn and teach	☐ listens and responds to understand, learn, teach and evaluate
☐ demonstrates positive interpersonal skills in selected contexts	☐ demonstrates positive interpersonal skills in many contexts	☐ demonstrates positive interpersonal skills in most contexts	☐ promotes positive interpersonal skills among others
Working with Others			
☐ fulfills responsibility in a group project	☐ ——→——→	☐ seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload	☐ leads, where appropriate, mobilizing the group for high performance
☐ works collaboratively in structured situations with peer members	☐ cooperates to achieve group results	☐ works in a team or group: – encourages and supports team members – helps others in a positive manner – provides leadership/followership as required – negotiates and works toward consensus as required	☐ understands and works within the context of the group
☐ acknowledges the opinions and contributions of others in the group	☐ maintains a balance between speaking, listening and responding in group discussions ☐ respects the feelings and views of others		☐ prepares, validates and implements plans that reveal new possibilities
Demonstrating Responsibility			
Attendance			
☐ demonstrates responsibility in attendance, punctuality and task completion	☐ ——→——→	☐ ——→——→	☐ ——→——→
Safety			
☐ follows personal and environmental health and safety procedures	☐ recognizes and follows personal and environmental health and safety procedures	☐ establishes and follows personal and environmental health and safety procedures	☐ transfers and applies personal and environmental health and safety procedures to a variety of environments and situations
☐ identifies immediate hazards and their impact on self, others and the environment	☐ identifies immediate and potential hazards and their impact on self, others and the environment	☐ ——→——→	☐ ——→——→
☐ follows appropriate/emergency response procedures	☐ ——→——→	☐ ——→——→	☐ ——→——→
			☐ demonstrates accountability for actions taken to address immediate and potential hazards
Ethics			
☐ makes personal judgements about whether or not certain behaviours/actions are right or wrong	☐ assesses how personal judgements affect other peer members and/or family; e.g., home and school	☐ assesses the implications of personal/group actions within the broader community; e.g., workplace	☐ analyzes the implications of personal/group actions within the global context
			☐ states and defends a personal code of ethics as required

★ Developmental Framework			
• *Simple task* • *Structured environment* • *Directed learning*	• *Task with limited variables* • *Less structured environment* • *Limited direction*	• *Task with multiple variables* • *Flexible environment* • *Self-directed learning, seeking assistance as required*	• *Complex task* • *Open environment* • *Self-directed/self-motivated*

LEGAL STUDIES

B. STRAND RATIONALE AND PHILOSOPHY

The law is fundamental to society. Its many functions include the settlement of disputes, regulation of private arrangements, and provision of guidelines for conduct within the community.

Legal Studies, a strand in Career and Technology Studies, presents students with basic and practical information about the law. The first goal of this strand is for students to develop the knowledge, skills and attitudes required to respond appropriately to the affect of law on their daily lives. A second goal is to equip students with the capabilities and confidence required to participate in the changing of laws. A third goal is to create an awareness of the many law-related occupational opportunities that are available.

Within the philosophy of Career and Technology Studies, *students* in Legal Studies *will*:

- develop skills in decision making, problem solving, communicating and critical thinking
- develop knowledge, skills and positive attitudes about the law
- identify the rights granted and the responsibilities imposed by the law
- engage in the critical analysis of legal issues
- develop an appreciation of the individual's ability to influence the law
- demonstrate a tolerance for opinions held by others
- demonstrate the ability to work cooperatively with others
- develop the ability to recognize, avoid and resolve problems with legal implications
- develop an awareness of legal issues in other curricular areas
- investigate career options related to the law.

STRAND ORGANIZATION

THEMES

Modules in Legal Studies have been grouped into two theme areas: personal context and societal context. In the personal context are the two introductory modules, You and the Law I and You and the Law II. The other modules have been placed in the societal theme since they build on the competencies developed at the introductory level. These more complex areas of the law are not necessarily going to affect every individual, but they do have an impact on the society in which we all live.

CONCEPTS

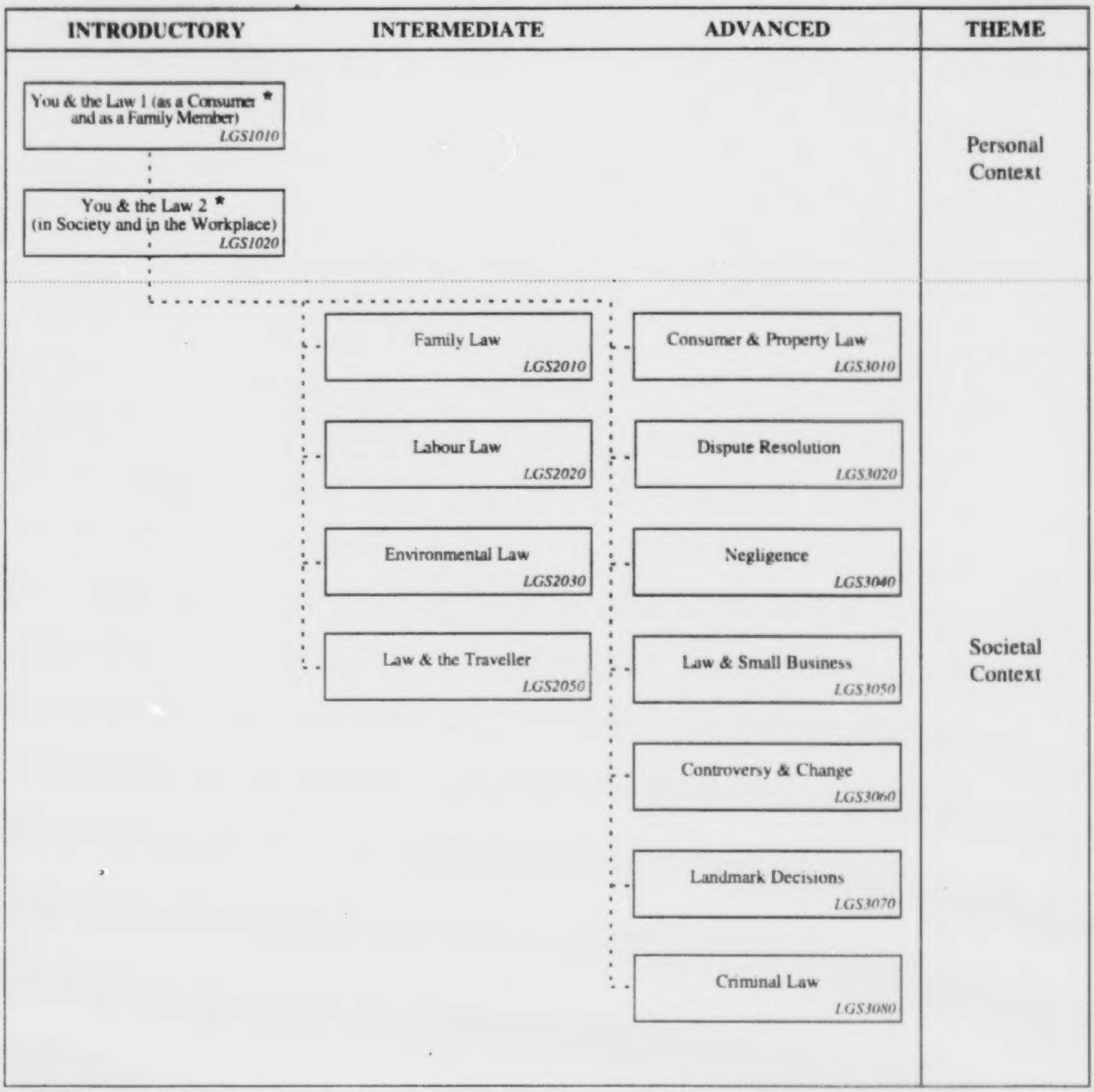
The module learner expectations describe the competencies that students are expected to develop. The concepts were chosen based upon what the student is required to learn to meet the exit-level competencies. The sequence in which the learning should take place to achieve the assessment criteria and conditions provide the basis for the sequence of the concepts for each module.

LEVELS

Introductory level modules are developed for students who have no previous experience in Legal Studies and are designed to help students build daily living skills. At the introductory level in Legal Studies the students, where relevant "examine the foundations for these laws", "investigate laws ...", "explore laws ...".

Intermediate level modules help students build on the competencies developed at the introductory level and focus on developing more complex competencies; e.g., "analyze case studies", "propose possible solutions". Teachers should expect students to assume more responsibility for their learning. The intermediate modules give a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

At the advanced level, students are expected to take personal responsibility for their learning, to work cooperatively in groups when appropriate, and to require less direct instruction from their teacher. At the advanced level, the students are more involved in research and decision making which require higher level thinking skills.


INTRODUCTORY
INTERMEDIATE
ADVANCED
THEME
You & the Law 1 (as a Consumer * and as a Family Member) LGS1010
You & the Law 2 * (in Society and in the Workplace) LGS1020
Personal Context
Family Law LGS2010
Labour Law LGS2020
Environmental Law LGS2030
Law & the Traveller LGS2050
Consumer & Property Law LGS3010
Dispute Resolution LGS3020
Negligence LGS3040
Law & Small Business LGS3050
Controversy & Change LGS3060
Landmark Decisions LGS3070
Criminal Law LGS3080
Societal Context

——— Prerequisite .... Recommended sequence

* Module provides a strong foundation for further learning in this strand.

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MODULE DESCRIPTIONS

Module LGS1010: You & the Law 1 (as a Consumer and as a Family Member)
Students learn about laws affecting consumers and family members through the use of realistic scenarios and case studies.

Module LGS1020: You & the Law 2 (in Society and in the Workplace)
Students identify laws that affect people in the workplace, and examine elements of criminal and civil laws that the average citizen should know about.

Module LGS2010: Family Law
Students examine a broad range of legal issues relating to personal relationships.

Module LGS2020: Labour Law
Students learn about unions and collective bargaining, contracts of employment, employment insurance, workers' compensation and women in the workplace. Challenging issues and law-related careers are also considered.

Module LGS2030: Environmental Law
Students identify laws related to the environment and describe how new environmental information affects the law. Students also examine, through case studies, the role of groups and individuals in bringing about changes in environmental law.

Module LGS2050: Law & the Traveller
Students identify and describe the issues and legal considerations that may arise when individuals travel domestically and internationally.

Module LGS3010: Consumer & Property Law
Students identify laws relating to renting personal and real property, purchasing a home, making investments and building or renovating a home. Students describe methods for protecting the consumer, challenging issues and law-related careers.

Module LGS3020: Dispute Resolution
Students demonstrate and apply such methods as negotiation, mediation, arbitration and adjudication used to resolve disputes. Students also identify career opportunities and challenging issues related to the dispute resolution methods.

Module LGS3040: Negligence
Students use case studies and scenarios to explore the legal meaning of negligence and legal action relating to negligence.

Module LGS3050: Law & Small Business
Students learn about laws relating to starting a business, running a business and ending a business. Students also explore challenging issues that affect small business and law-related careers.

Module LGS3060: Controversy & Change
Students explore how controversial issues evoke responses that may bring about changes in the law, and describe a wide variety of strategies that may be used for changing the law.

Module LGS3070: Landmark Decisions
Students analyze, in detail, "landmark decisions" and their subsequent influence on the political, social and economic environment.

Module LGS3080: Criminal Law
Students examine the criminal justice system, including the criminal process and the roles and responsibilities of the participants. Students also explore challenging issues and law-related careers.

SECTION C: PLANNING FOR INSTRUCTION

CTS provides increased opportunity for junior and senior high schools to design courses based on the needs and interests of their students and the circumstances within the school and community. Some strands may be appropriately introduced at the junior high school level. Other strands are more appropriately introduced at the senior high school level or to Grade 9 students. Refer to this section for recommendations regarding the Legal Studies strand, or the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* for a summary of the recommended grade levels for each strand.

PLANNING FOR CTS

Defining Courses

Schools determine which strands and modules will be offered in a particular school, and will combine modules into courses.

Each module was designed for approximately 25 hours of instruction. However, this time frame is only a guideline to facilitate planning. The CTS curricula are competency based, and the student may take more or less time to gain the designated competencies within each module.

A course will usually consist of modules primarily from the same strand but, where appropriate, may include modules from other CTS strands. Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 4) for more information on course names and course codes.

Module selection and sequencing should consider:

- prerequisite(s)
- supporting module(s) (other CTS modules that may enhance the learning opportunity if offered with the module)
- module parameters
  - instructional qualifications, if specialized
  - equipment and facility requirements, if specialized.

The module parameters are defined for each module in Sections D, E and F of this Guide.

Degree of Flexibility

The CTS program, while designed using the modular structure to facilitate flexible timetabling and instructional delivery, does not mandate the degree of flexibility a school or teacher will offer. The teacher and school will determine the degree of flexibility available to the student. Within the instructional plan established by the school, the student may:

- be given the opportunity to progress at a rate that is personally challenging
- have increased opportunity to select modules that develop competencies he or she finds most relevant.

Integrating Basic Competencies

The basic competencies relate to managing learning and resources, problem solving and innovation, communicating effectively, working with others and demonstrating responsibility are developed throughout the CTS program, and are within each module.

Assessment of student achievement on the basic competencies is integrated throughout the other module learner expectations. Refer to Section G (Assessment Tools) of this Guide for the description of student behaviours expected at each of the four developmental stages defined for the basic competencies.

Assessment of basic competencies could include input and reflection involving the student, teacher(s), peers and others. Description of the observed behaviour could be provided through a competency profile for the module. Positive, ongoing interaction between the student and teacher will support motivation for student growth and improvement.

Assessing Student Achievement

Assessing student achievement is a process of gathering information by way of observations of process, product and student interaction.

Where appropriate, assessment tools have been defined to assist the teacher and student in the assessment. Refer to Section G (Assessment Tools) of this Guide for copies of the various tools (worksheets, checklists, sample questions, etc.).

A suggested emphasis for each module learner expectation has also been established. The suggested emphasis provides a guideline to help teachers determine time allocation and/or the appropriate emphasis for each MLE and student grade.

Recognizing Student Achievement

At the high school level, successful demonstration of the exit-level competencies in a module qualifies the student for one credit. Refer to Section A of this Guide for more detailed information about how curriculum and assessment standards are defined in CTS. Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 12) for more information on how student achievement can be recognized and reported at the school and provincial levels.

Portfolios

When planning for instruction and assessment, consider a portfolio as an excellent tool to provide evidence of a student's effort, progress and achievement. Portfolios will aid students in identifying skills and interest. They also provide the receiving teacher, employer and/or post-secondary institution proof of a student's accomplishments. The make-up and evaluation of the portfolio should be a collaborative agreement between the student and teacher.

Resources

A comprehensive resource base, including print, software and audio-visual, has been identified to support CTS strands. It is intended that these resources form the basis of a resource centre, encouraging teachers and students to access a wide selection of resources and other information sources throughout the learning process. Unless otherwise noted, these resources are considered to be suitable for both junior and senior high school students.

Authorized resources may be obtained from the Learning Resources Distributing Centre or directly from the publisher or distributor. Refer to Section I (Learning Resource Guide) of this Guide for the complete resource list including curriculum correlations and resource annotations. Additional sources refer to noncommercial or government agencies that offer resources that may be of assistance in this strand.

Sample Student Learning Guides

In addition to the resources, Sample Student Learning Guides are available (refer to Section J of this Guide). These samples, designed for individual student or small group use, provide an instructional plan for selected modules and include the following components:

- Why take this module?
- What are the entry-level competencies?
- What are the exit-level competencies?
- What resources may be accessed?
- What assignments/activities must be completed?
- What are the timelines?
- How will the final mark be calculated?

Sample Student Learning Guides have been developed for the following modules in Legal Studies:

- You & the Law 1 (as a Consumer and as a Family Member)
- You & the Law 2 (in Society and in the Workplace
- Law & the Traveller.

PLANNING FOR LEGAL STUDIES

The following suggestions are provided to assist teachers and school and school system administrators as they plan to deliver modules from the Legal Studies strand. It is suggested that the Legal Studies strand be introduced at the senior high school level, although it is recognized that there may be some circumstances where the teacher and the school will determine it would be appropriate to introduce the two recommended prerequisite modules in Legal Studies at the Grade 9 level.

Selecting Modules

The scope and sequence chart in Section B provides an overview of the Legal Studies modules, indicating prerequisites and theme areas. Brief descriptions of the modules follow the scope and sequence chart in Section B.

Classroom space is required. There are no specific equipment requirements. A few support learning resources have computer software components that require computers and base software. The availability of a computer with a modem makes access to court decisions a possibility.

For a 3-credit course for students without any previous Legal Studies, it is suggested teachers select the two recommended prerequisite modules plus one from the intermediate level; e.g.:

MODULES
You & the Law 1 (LGS1010) You & the Law 2 (LGS1020) Family Law (LGS2010)
RATIONALE/LEARNINGS
Students learn basic and practical legal information and develop skills and attitudes to enable them to respond appropriately to the impact of law on their daily lives (as a consumer and as a member of a family, in the workplace and in society). They examine a broad range of legal issues related to personal relationships in the Family Law module. This course will complement the social studies program and other CTS strands.

For a 5-credit course for students without any previous Legal Studies it is suggested the two recommended prerequisite modules be included with any three intermediate level or advanced level modules; e.g.:

LGS1010	LGS1010
LGS1020	LGS1020
LGS2010	LGS3020
LGS2030	LGS3040
LGS2050	LGS3080

Courses for students who have taken the two recommended prerequisite modules can be designed with great flexibility.

3-credit	5-credit
LGS2020 LGS2030 LGS3080	LGS3010 LGS3020 LGS3040 LGS3070 LGSPROJ

Organizing for Learning

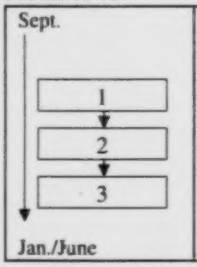
Some modules lend themselves to individualized instruction; e.g., Consumer & Property Law, Law & the Traveller, Controversy & Change. Other modules, such as Dispute Resolution, may be more appropriate for group work.

Mock trials may be used in modules other than the Dispute Resolution module, but the Dispute Resolution module might be taught concurrently with other modules that lend themselves well to mock trials and hearings; e.g., Labour Law, Criminal Law, Environmental Law, Negligence.

- Before selecting modules, teachers should check the module parameters outlined in each module (see Sections D, E and F of this Guide).

Modules can be delivered sequentially, concurrently or combined as 3-, 5- or 6-credit courses as outlined below:

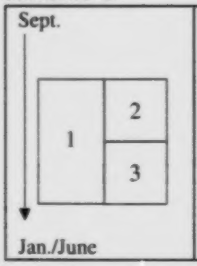
Scenario A



Modules may be taught sequentially, e.g.:

You & the Law 1
↓
You & the Law 2
↓
Family Law

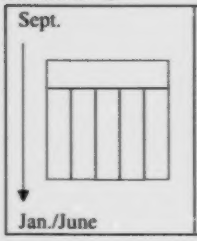
Scenario B



One module, such as Dispute Resolution, may be taught throughout the course (e.g., 20 minutes per class) in conjunction with two other modules (e.g., Family Law, Labour Law and/or Criminal Law).

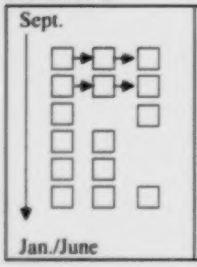
Teachers can also allow students to progress at a rate that is personally challenging; e.g.:

Scenario C



All students take one or two modules together, then are able to select modules from a menu of modules.

Scenario D



From a list of modules defined by the teacher, the students select which ones they will work on and, in consultation with the teacher, establish timelines for completion and submission of assignments, etc.

Identifying Linkages

Section H of this Guide describes linkages within CTS and with core and complementary programs.

Note that project modules from the Career Transitions strand may be combined with modules from Legal Studies to provide increased opportunity for students to develop expertise and refine their competencies. Project modules are **not** designed to be offered as distinct courses and should **not** be used to extend Work Experience 15, 25 and 35 courses.

An example of an appropriate project related to International Law is outlined in Section H of this Guide. Other projects could be determined based upon the student's interests.

Improving Smooth Transitions to the Workplace and/or Post-secondary Programs

Refer to Section H of this Guide for potential transitions students may make into the workplace and/or related post-secondary programs or other avenues for further learning.

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION D: INTRODUCTORY LEVEL

The following pages define the curriculum and assessment standards for the introductory level of Legal Studies.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

Module learner expectations define the competencies a student must demonstrate to achieve success in a module. Assessment standards define the criteria and conditions to be used for assessing the competencies defined in the module learner expectations.

Specific learner expectations provide a detailed framework for instruction to help students build the competencies defined in the module learner expectations. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

Module LGS1010: You & the Law 1 (As a Consumer and as a Family Member) D.3
Module LGS1020: You & the Law 2 (In Society and in the Workplace) D.7

MODULE LGS1010: YOU & THE LAW 1 (AS A CONSUMER AND AS A FAMILY MEMBER)

Level:	Introductory
Theme:	Personal Context
Prerequisite:	None
Module Description:	Students learn about laws affecting consumers and family members through the use of realistic scenarios and case studies.
Module Parameters:	No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• investigate laws related to the consumer and to the family	• correctly answering 50% questions, randomly generated from a test bank, including the following concepts: purchasing goods and services, renting accommodation, living with the family, living with a partner, living with children, leaving a partner, preparing your will and estate. *Assessment Tool* *Refer to test banks from authorized resources*	80
• examine the foundations for these laws	• preparing a report that describes the background and reason for the existence of one law that has been discussed in class, e.g., the *Unfair Trade Practices Act*, the *Personal Properties Security Act*, the *Matrimonial Properties Act.* *Assessment Tool* *LGS1010–1: You & the Law 1 (As a Consumer and as a Family Member)* *Standard* *Rating of 1*	20
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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MODULE LGS1010: YOU & THE LAW 1 (AS A CONSUMER AND AS A FAMILY MEMBER) (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Purchasing Goods and Services	• describe the need to have laws related to purchasing goods and services: – deposits, returns – essential elements, forms and types of contracts – rights and responsibilities of a minor when purchasing a necessary with that of a non-necessary – warranties and guarantees – documents required and the legal implications of obtaining credit, defaulting and obligations, bankruptcy • describe common remedies and services, e.g., complaining to the business and/or the Better Business Bureau, types of insurance coverage.	Consumer Services Regional Offices *Unfair Trade Practices Act* *Personal Properties Security Act* Personal Properties Security Registry *Credit and Loans Agreement Act*
Renting Accommodation	• describe the law that addresses common problems between a landlord and tenant, e.g., giving notice, not paying the rent, disturbances • describe the advantages and disadvantages of signing a lease • research the legal implications of two or more people living together for economic reasons.	*Individual's Rights Protection Act* *Residential Tenancies Act*
Living with the Family	• describe the impact of laws that relate to living with the family, e.g., the responsibilities of the federal and provincial government with respect to family law • list examples of abusive or violent behaviour within families and discuss potential remedies.	*Marriage Act* *Alberta Child Welfare Act* Criminal Code of Canada Kit from Office for the Prevention of Family Violence
Living with a Partner	• describe the laws that relate to living with a partner: – requirements of a legal marriage – differences between the rights and responsibilities of two people who are legally married and two people who are cohabiting.	*Domestic Relations Act*

MODULE LGS1010: YOU & THE LAW 1 (AS A CONSUMER AND AS A FAMILY MEMBER)
(continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Living with Children	• describe the roles of government, parents, children and others who have an interest in the child, e.g., support, neglect, abuse, adoption.	*Individual's Rights Protection Act* Alberta Children's Advocate Adoption Option (Private agency) *Alberta Child Welfare Act*
Leaving a Partner	• describe the laws that relate to leaving a partner by: distinguishing between legal separation and divorce; explaining the grounds for divorce and related issues • describe laws regarding property, custody, access and maintenance • research legal options if support ordered by the court is not being provided.	*Matrimonial Properties Act* Mediation Services (Provincial Court) Divorce lawyer Family Court judge *Dower Act* *Maintenance Enforcement Recovery Act*
Preparing Your Will and Estate	• describe the need for laws related to wills and estates • describe the two types of wills valid in Alberta • describe the legal requirements for preparing a will • explain responsibilities for dependents.	Funeral Services Board Intestate Succession Act Estate lawyer Legal Resource Centre *Family Relief Act* *Wills Act* *Public Trustees Act*

MODULE LGS1020: YOU & THE LAW 2 (IN SOCIETY AND IN THE WORKPLACE)

Level: Introductory

Theme: Personal Context

Prerequisite: None

Module Description: Students identify laws that affect people in the workplace, and examine elements of criminal and civil laws that the average citizen should know about.

Module Parameters: No specialized equipment or facilities.

Supporting Module: LGS1010 You & the Law 1 (As a Consumer and as a Family Member)

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify laws related to the workplace	• correctly answering 50% of randomly generated questions from a test bank related to working for pay and equality in the workplace, and to protecting society and protecting ourselves and others.	30
• examine the rights and responsibilities of the individual in society	*Assessment Tool* *Refer to test banks from authorized resources*	60
• examine the foundations for these laws	• preparing a report that describes what led to the development of the *Canadian Charter of Rights and Freedoms.* *Assessment Tool* *LGS1020–1: You & the Law 2 (In Society and in the Workplace)* *Standard* *Rating of 1*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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MODULE LGS1020: YOU & THE LAW 2 (IN SOCIETY AND IN THE WORKPLACE) (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Working for Pay	• explain the need for laws in the workplace • describe the roles of the employer and the employee • research the protection offered to non-unionized labour • research methods of providing financial support to unemployed, injured or pregnant workers.	Canada Labour Code Employment Standards Code Workers' Compensation Board Labour Relations Code Copy of *Employment Insurance Act*, application forms
Equality in the Workplace	• explain the need for anti-discrimination laws in the workplace • outline the remedies available for the wrongful dismissal of an employee.	*Individual's Rights Protection Act* Hire-a-Student *Canadian Charter of Rights and Freedoms*
Protecting Society	• describe criminal wrongs • explain the need to treat children differently than adults with respect to criminal laws • describe major provisions of the *Young Offenders Act* • list examples of federal and provincial statutes and municipal bylaws that create criminal wrongs • identify the major federal and provincial courts • identify and describe various selected offences and give consequences for each, e.g., motor vehicle, impaired, illegal possession, break and enter • describe sanctions available under criminal law.	*Young Offenders Act* Police constable Psychologist Criminal Code of Canada
Protecting Ourselves and Others	• describe civil wrongs • compare remedies for tort action with those for criminal action.	

MODULE LGS1020: YOU & THE LAW 2 (IN SOCIETY AND IN THE WORKPLACE) (continued)

Concept	Specific Learner Expectations	Notes
Studying Our Rights and Responsibilities	*The student should:* • describe the need for various sources of protection for individual rights and freedoms, e.g., the *Canadian Charter of Rights and Freedoms*, the *Individual's Protection Act* • describe the relationship between rights and responsibilities • describe the role of an advocate; e.g., Children's Advocate, Patient's Advocate, Public Trustee, Ombudsman • describe the right to an education • describe the rights and responsibilities of students.	Alberta Human Rights and Citizenship Commission Human Rights Institute (57 Louis Pasteur, Ottawa, ON K1N 6N5) *School Act* School Handbook

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION E: INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Legal Studies.

Intermediate level modules help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Module LGS2010: Family Law E.3
Module LGS2020: Labour Law E.7
Module LGS2030: Environmental Law E.11
Module LGS2050: Law & the Traveller E.15

MODULE LGS2010: FAMILY LAW

Level:	Intermediate
Theme:	Social Context
Prerequisite:	None
Module Description:	Students examine a broad range of legal issues relating to personal relationships.
Module Parameters:	No specialized equipment or facilities.
Supporting Modules:	LGS1010 You & the Law 1 (As a Consumer and as a Family Member) LGS1020 You & the Law 2 (In Society and in the Workplace)

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• investigate the laws regarding different types of personal relationships	• preparing a report that describes a minimum of four changes in the law as a result of changes in personal relationships which have taken place over the last 50 years. *Assessment Tool* *LGS2010–1: Family Law* *Standard* *Rating of 2*	25
	• correctly answering 50% of the questions from a test bank related to the following concepts: marriage and cohabitation contracts, breakdown of marriage and cohabitation relationships, the extended family, access to services, challenging issues and law-related careers. *Assessment Tool* *Refer to test banks from authorized resources*	75
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tools* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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MODULE LGS2010: FAMILY LAW (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
History of Family Law	• research the development of laws related to the family.	
Marriage and Cohabitation Contracts	• describe the law regarding the distribution of property of legally married partners and partners who are not legally married • describe the advantages and disadvantages of marriage and cohabitation contracts • explain the circumstances in which such contracts are considered valid by the court • prepare a sample marriage or cohabitation contract.	*Matrimonial Properties Act* Sample contracts from Mediation Services (Provincial Court)
Breakdown of Marriage and Cohabitation Relationships	• research the rights and responsibilities of a partner in regard to credit, disposal of property, etc. • describe the obligations of parents to support children • analyze case studies of court decisions regarding distribution of property where there has been a breakdown of a marriage or a common-law relationship • research the laws designed to: – protect victims of spousal, elder and child abuse – provide consequences for abusers and deter prospective abusers.	
Extended Family	• research the legal implications of the marriage of people who have been previously married, in particular if there are children from the previous marriages • research the rights of grandparents to have access to grandchildren • describe the legal obligations of adult children to their aging parents • describe the advantages and disadvantages of the enduring power of attorney.	*Change of Name Act* *Dependent Adults Act* Canadian Grandparents' Rights Association (P.O. Box 64128, 5512–4 Street NW, Calgary, AB T2K 6J1) Alberta Human Rights and Citizenship Commission Alberta Council on Aging Power of Attorney *Domestic Relations Act*

Concept	Specific Learner Expectations	Notes
	The student should:	
Access to Services	• list services available to the family • research the legal obligations of the government to supply services to the family • evaluate the ability of individuals to secure equal access to services.	Alberta Human Rights and Citizenship Commission Humans on Welfare *Individual's Rights Protection Act*
Challenging Issues	• identify some challenging issues such as: – surrogate mothers – living wills – private and public adoption – abortion – health issues – midwifery – homosexual parents – spousal and child maintenance – family violence – substance abuse – child neglect • research one of these issues • research the laws in Canada regarding the issue • compare legislation in Canada with that in other countries • research alternatives • propose possible solutions.	
Law-related Careers	• describe careers in family law; e.g.: – mediator – family court counsellor – surrogate court staff.	

MODULE LGS2020: LABOUR LAW

Level:	Intermediate
Theme:	Social Context
Prerequisite:	None
Module Description:	Students learn about unions and collective bargaining, contracts of employment, employment insurance, workers' compensation and women in the workplace. Challenging issues and law-related careers are also considered.
Module Parameters:	No specialized equipment or facilities.
Supporting Modules:	LGS1010 You & the Law 1 (As a Consumer and as a Family Member) LGS1020 You & the Law 2 (In Society and in the Workplace)

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and explain present labour legislation	• analyzing appropriately 6 of 10 cases related to contracts of employment, unions and collective bargaining, workers' compensation regulations and women in the workplace. *Assessment Tool* *LGSCSTDY: Framework for Assessing Analysis of a Case Study or Scenario* *Standard* *Rating of 2*	75
• propose changes in labour legislation	• preparing a report that proposes possible solutions to a challenging issue in labour law after gathering information about the issue, investigating Canadian law, comparing the legislation with that in other countries, and examining alternatives. *Assessment Tool* *LGS2020–1: Labour Law* *Standard* *Rating of 2*	25
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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MODULE LGS2020: LABOUR LAW (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Employment Relationships	• research the various types of employment relationships; e.g., master and servant, principal and agent, independent and apprenticeship • research the various kinds of legal contract between the employer and the employee • describe how labour contracts can be terminated • describe various types of fringe benefits in the employment contract • describe the liability of employers and employees to third parties.	*Alberta Labour Relations Act* Alberta Federation of Labour Labour lawyer
Unions and Collective Bargaining	• research how a union is certified or decertified • analyze union membership (open shop, closed shop) • compare unionized labour with non-unionized labour with respect to making proposals; bargaining; conciliation, mediation and arbitration; agreement; strikes/lock-outs; and grievance procedures.	*Alberta Labour Relations Act/Board* Representative of labour relations board Alberta Arbitration and Mediation Society Copy of any collective agreement
Employment Insurance and Workers' Compensation	• research the protection offered to labour • differentiate between legislation at the federal and provincial level • compare the rights of the natural mother and father with those of people adopting a child.	*Workers' Compensation Act* *Employment Insurance Act* Workers' Compensation Board

Concept	Specific Learner Expectations	Notes
Women in the Workplace	*The student should:* • outline the laws that protect women from discrimination in the workplace • describe the concept of equal pay for work of equal value • research and describe legislation in other countries.	Alberta Status of Women Action Committee *Canadian Charter of Rights and Freedoms* *Individual's Rights Protection Act* Changing Together–a Centre for Immigrant Women Relevant legislation from other countries; e.g., equal rights amendment proposal from American Constitution *Gender in the Workplace* – a Study by the Alberta Law Society
Challenging Issues	• identify some challenging issues; e.g.: – age of retirement – confidentiality – public disclosure – right of access to information – day care in the workplace – "whistle blowing" – right to strike – affirmative action – employment benefits in regard to homosexual couples – employment protection of domestic workers – wrongful dismissal – sexual harassment – eligibility for unemployment insurance and other benefits • research one of these issues • research the laws in Canada regarding the issue • compare legislation in Canada with that in other countries • research alternatives • propose possible solutions.	

MODULE LGS2020: LABOUR LAW (continued)

Concept	Specific Learner Expectations	Notes
Law-related Careers	*The student should:* • describe careers in labour law, e.g.: – arbitrator – mediator – negotiator.	

MODULE LGS2030: ENVIRONMENTAL LAW

Level: Intermediate

Theme: Social Context

Prerequisite: None

Module Description: Students identify laws related to the environment and describe how new environmental information affects the law. Students also examine, through case studies, the role of groups and individuals in bringing about changes in environmental law.

Module Parameters: No specialized equipment or facilities.

Supporting Modules: LGS1010 You & the Law 1 (As a Consumer and as a Family Member)
LGS1020 You & the Law 2 (In Society and in the Workplace)

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• review present legislation on the environment	• correctly answering 50% of the questions from a test bank related to environmental protection legislation. *Assessment Tool* *Teacher developed test*	40
• outline procedures for a formal hearing	• planning and conducting a formal hearing related to a current environmental issue. *Assessment Tool* *LGS2030–1: Framework for Assessing an Environmental Hearing* *Standard* *Rating of 2*	40
• propose new legislation or changes to existing legislation	• preparing a report on an environmental issue, which includes a review of current provincial and/or federal legislation, examines alternate legal options, proposes a possible solution(s) and suggests possible implications. *Assessment Tool* *LGS2030–2: Environmental Law* *Standard* *Rating of 2*	20
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes
Environmental Protection Legislation	*The student should:* • research provincial and federal legislation governing the discharge of pollutants into air and water • analyze the division of power as set out in the *Constitution Act, 1867*, regarding the conservation and protection of the environment • describe changes in the division of power • explain the purpose of the Canadian Environmental Network • propose changes to existing provincial legislation or propose new legislation • research environmental legislation in other countries • research court decisions regarding non-compliance with the law.	*Environmental Protection Enhancement Act* Energy Resources Conservation Board Occupational Health and Safety Pamphlets from Canadian Environmental Network
The Role of Groups and Individuals	• research examples of private legal action taken on environmental concerns; e.g., the Old Man River Dam, the Kananaskis Highway, coal mining near Cadomin • describe a public review of a project or development that has an impact on the natural environment or the community's quality of life • describe the effect of the public interest lobby in environmental law-making • analyze a plan of action for public involvement to persuade government to act on an environmental issue • compare the public interest groups formed to encourage conservation and protection of the wilderness with those groups formed to resolve environmental problems.	Friends of the Old Man River Association Alberta Wilderness Society Any local environment group Edmonton Recycle Society National Parks Service Newspaper or magazine articles about actions taken by various environmental groups

MODULE LGS2030: ENVIRONMENTAL LAW (continued)

Concept	Specific Learner Expectations	Notes
Challenging Issues	*The student should:* • identify some challenging issues such as: – finding landfill sites – toxic waste management – worldwide environmental issues – international pollution • research one of these issues • research the laws in Canada regarding the issue • compare legislation in Canada with that in other countries • research alternatives • propose possible solutions.	Federal Green Plan
Law-related Careers	• describe careers in environmental law; e.g.: – consultant – arbitrator – mediator – environmentalist.	

MODULE LGS2050: **LAW & THE TRAVELLER**

Level: Intermediate

Theme: Social Context

Prerequisite: None

Module Description: Students identify and describe the issues and legal considerations that may arise when individuals travel domestically and internationally.

Module Parameters: No specialized equipment or facilities.

Supporting Modules: LGS1010 You & the Law 1 (As a Consumer and as a Family Member)
LGS1020 You & the Law 2 (In Society and in the Workplace)

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **identify and describe the legal considerations when individuals travel domestically and internationally**	• appropriately analyzing case studies/scenarios that involve the legal responsibilities of carriers, innkeepers, travel agencies and others within Canada who provide services for the traveller. *Assessment Tool* *LGSCSTDY: Framework for Assessing Analysis of a Case Study or Scenario* *Standard* *Rating of 2*	100
	• preparing a presentation/guide that identifies the legal problems travellers may encounter in a foreign country (countries) and providing possible solutions. *Assessment Tool* *LGS2050–1: Presentations/Reports: Law & the - Traveller* *Standard* *Rating of 2*	
• **demonstrate basic competencies.**	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tools* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes
	The student should:	
Legal Documents	• identify the various documents needed to travel inside and outside of Canada • explain laws regulating documents such as visas, passports and international driving licences • describe the possible consequences of not having the appropriate documents when travelling inside and outside of Canada • describe the procedures to replace lost or stolen documents when travelling.	*Canadian Passport Order, Citizenship Act* Public health nurse Travel agent Foreign consulates Criminal Code of Canada Addresses of foreign embassies are in the *Canadian Almanac* Canadian Department of External Affairs *Law Now* (Oct. 1990)
Scheduling and Reservation	• explain the legal rights and responsibilities of carriers, innkeepers, travel agents and travellers • describe the legal implications of making, changing or cancelling a reservation.	Transport Canada *Innkeepers Act*
Travel Agencies and Consultants	• research the role and legal responsibilities of travellers • describe the licencing of travel consultants.	Consumer Services Department of Municipal Affairs Lawyer Representative from a travel agency
Insurance Decisions	• describe the "standard form" ticket and its legal implications • research and interpret regulations relating to various types of insurance policies • research the process of making a claim on travel-related insurance.	Superintendent of Insurance Insurance agent Insurance policies

Concept	Specific Learner Expectations	Notes
Purchases Abroad	*The student should:* • describe restrictions on bringing goods back to Canada • analyze the role of Canada Customs as it relates to bringing in goods from abroad • research the penalties and limitations that exist in regard to purchases made abroad • describe the need for monitoring goods brought into Canada.	Agriculture Canada *Canada Customs Act* RCMP Customs and Excise Section Canada Customs *Narcotic Control Act*
Laws and Customs in Other Countries	• describe how culture has influenced or may influence laws in other countries • identify problems travellers may encounter entering and exiting Canada and foreign countries • research penalties and consequences for violation of laws in other countries • research methods of seeking legal assistance or guidance in a foreign country • analyze how relationships with other countries may influence a country's laws toward foreign nationals.	Department of External Affairs Foreign Embassies or Consulates Foreign travel bureaus
Challenging Issues	• identify some challenging issues such as: – bankruptcies in travel industries – extradition agreements – local customs and attitudes toward women – Canadians charged and imprisoned abroad • research one or more of these issues • compare our laws and judicial system with those of other countries in regard to this issue(s).	
Law-related Careers	• describe careers in law; e.g.: – diplomatic corps – customs officer – foreign services – travel agent.	

MODULE CURRICULUM AND ASSESSMENT STANDARDS:
SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Legal Studies.

> Advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

Module LGS3010: Consumer & Property Law F.3
Module LGS3020: Dispute Resolution F.7
Module LGS3040: Negligence F.11
Module LGS3050: Law & Small Business F.15
Module LGS3060: Controversy & Change F.19
Module LGS3070: Landmark Decisions F.21
Module LGS3080: Criminal Law F.25

MODULE LGS3010: CONSUMER & PROPERTY LAW

Level: Advanced

Theme: Social Context

Prerequisite: None

Module Description: Students identify laws relating to renting personal and real property, purchasing a home, making investments and building or renovating a home. Students describe methods for protecting the consumer, challenging issues and law-related careers.

Module Parameters: No specialized equipment or facilities.

Supporting Modules: LGS1010 You & the Law 1 (As a Consumer and as a Family Member)
LGS1020 You & the Law 2 (In Society and in the Workplace)

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe laws governing complex consumer transactions	• analyzing cases related to the concepts in the module. *Assessment Tool* *LGS3010–1: Consumer & Property Law Sample Case Study* *LGS3010–2: Consumer & Property Law Sample Case Study Analysis* *Standard* *Rating of 3*	100
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tools* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes
Renting Personal and Real Property	*The student should:* • describe the various types of bailments (parking, rental, repair, storage, liens, etc.) • describe the rights and responsibilities of bailors and bailees in specific situations • explain the basic principles of contract law that apply to rental agreements • define different types of rental arrangements; e.g., fixed term (lease), periodic, at will and temporary (e.g., hotels, innkeepers, rooming houses) • describe liability implications of leasing property • identify items to be considered if assigning or subletting • research the legal implications of two or more people living together for economic reasons.	Lease agreement *Residential Tenancies Act* Property management company
Purchasing a Home	• differentiate between real and personal property • research various forms of property ownership • describe the rights of the property owner; e.g., water rights, air space, quiet enjoyment • explain the procedures involved in listing a property for sale • describe elements included in an offer to purchase • outline the various searches necessary to investigate the purchase • contrast methods of financing the purchase • compare the rights and obligations of the mortgagee with those of the mortgagor • describe the role of various professionals in buying and selling property (realtors, lawyers, assessors, surveyors).	*Builders' Lien Act* Condominium association Documents related to an offer to purchase (available at any real estate or law office) *Real Estate Agents' Licensing Act* Real Estate Council Legal Resource Centre Title registries Real estate agent Conveyance lawyer Mortgage agreement Appraiser

Concept	Specific Learner Expectations	Notes
	The student should:	
Making Investments	- explain types of investments that are available - research the regulations that pertain to various types of investments - describe the need for more or less regulation by governments - outline tax implications of various investments.	Alberta Stock Exchange *Law Now* Feb./Mar. 1997 Mutual funds RRSP pamphlets Income tax office Government bonds (Canada Savings Bond information) *Income Tax Act* *Canada Deposit Insurance Corporation Act* *Companies Act*
Protecting the Consumer	- describe legal protection of a consumer (common law, statute law, contract law, government agencies) - identify consumer protection legislation - compare Alberta's laws relating to consumers with those of the federal government - describe various agencies that assist the buyer and seller - outline the steps to be taken in solving a consumer problem - explain the implications of purchasing a new or used item and the source from which it is purchased; e.g., retail stores, pawn shops, second-hand stores - describe the role of the credit bureau in providing information on an individual's credit rating - describe the assignment, breach and discharge of a contract.	Industry Canada, Consumer Products *Hazardous Products Act* *Consumers Packaging and Labelling Act* *Textile Labelling Act* Advertising Standards Council of Canada Industry Canada Bureau of Competition *Competition Act* Better Business Bureau Food inspector, Agriculture Canada Hotel and Restaurant Association of Canada Agriculture and Agri-Food Canada *Food and Drug Act* *Unfair Trade Practices Act* *Direct Sales Cancellation Act* Manager of customer service department of any major store Canadian Standards Association

MODULE LGS3010: CONSUMER & PROPERTY LAW (continued)

Concept	Specific Learner Expectations	Notes
Building or Renovating a Home	*The student should:* • outline legal procedures involved in building a home; e.g., contracting help, insuring, financing liens, zoning • explain the role of various contractors and trades in building or renovating property.	Development Appeal Board Zoning Branch of municipal government *Builders' Lien Act* Contractors associations
Challenging Issues	• identify some challenging issues such as: – volunteers – intellectual property rights – unconscionable interest rates – "lemon" laws – conflicting property rights • research one or more of these issues • research the laws in Canada regarding the issue(s) • compare legislation in Canada with that in other countries • research alternatives • propose possible solutions.	
Law-related Careers	• describe careers in consumer and property law; e.g.: – consumer advocate – arbitrator and mediator – lawyer within government or business – private security officer.	

MODULE LGS3020: **DISPUTE RESOLUTION**

Level: Advanced

Theme: Social Context

Prerequisite: None

Module Description: Students demonstrate and apply such methods as negotiation, mediation, arbitration and adjudication used to resolve disputes. Students also identify career opportunities and challenging issues related to the dispute resolution methods.

Module Parameters: No specialized equipment or facilities.

Supporting Modules: LGS1010 You & the Law 1 (As a Consumer and as a Family Member)
LGS1020 You & the Law 2 (In Society and in the Workplace)

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• differentiate between traditional and alternative dispute resolution methods	• given cases/scenarios related to dispute, identifying the most appropriate method(s) used by the parties to resolve the dispute; discussing benefits and limitations of the method(s) chosen; suggesting alternative ways of handling the dispute, if appropriate. *Assessment Tool* *LGS3020–1: Dispute Resolution Framework* *LGS3020–2: Dispute Resolution Sample Scenarios*	20
• demonstrate an understanding of the progression of dispute resolution options	• given a variety of dispute situations, selecting one and simulating a hearing using at least one dispute resolution method. *Assessment Tool* *LGSDISRES: Dispute Resolution Scoring Guide* *Standard* *Rating of 3*	80
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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MODULE LGS3020: DISPUTE RESOLUTION (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Negotiation	• define negotiation • identify instances where negotiation would be appropriate.	Labour negotiator Litigation lawyer Insurance adjustor
Mediation	• define mediation • identify instances where mediation would be appropriate.	Alberta Arbitration & Mediation Society Landlord & Tenant Advisory Board Labour Relations Code Family Mediation Project Professional mediator Video re Insurance Mediation
Arbitration	• define arbitration • identify instances where arbitration would be appropriate.	*Arbitration Act* *School Act* Superintendent of Insurance
Adjudication	• describe when litigation is required in attempting to resolve a dispute • participate in a civil court simulation • participate in a criminal court simulation • compare civil standards and procedures with criminal standards and procedures • compare arbitration with adjudication • describe innovations by the court to pre-empt trials, e.g., mini trials, victim-offender mediation.	Judge as speaker *Law Now (Resource News*, Oct. 1987) Mock Trial Kits from Legal Resource Centre Visit to Court House
Challenging Issues	• identify some challenging issues • research one or more of these issues • research examples of negotiation, mediation, arbitration and litigation • describe how these methods are used to resolve disputes in a variety of situations such as: – environmental issues – workplace scenarios – labour disputes – conflicts between individuals and governments – family breakdown.	

Concept	Specific Learner Expectations	Notes
Law-related Careers	*The student should:* • describe potential careers in law related to: – the courts – labour relations – litigation – mediation – arbitration – negotiation.	

MODULE LGS3040: NEGLIGENCE

Level: Advanced

Theme: Social Context

Prerequisite: None

Module Description: Students use case studies and scenarios to explore the legal meaning of negligence and legal action relating to negligence.

Module Parameters: No specialized equipment or facilities.

Supporting Modules: LGS1010 You & the Law 1 (As a Consumer and as a Family Member)
LGS1020 You & the Law 2 (In Society and in the Workplace)

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• investigate the area of tort law called negligence	• correctly answering 50% of the questions randomly generated from a test bank. *Assessment Tool* *Refer to test banks from authorized resources* and/or • appropriately analyzing cases/scenarios dealing with different areas of negligence. *Assessment Tool* *LGSCSTDY: Framework for Assessing Analysis of a Case Study or Scenario* *LGS3040–1: Negligence Sample Case Study* *LGS3040–2: Negligence Sample Case Study Analysis* *Standard* *Rating of 3*	100
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes
Elements of Negligence	*The student should:* • describe the evolution of the area of negligence • describe the elements that make up the legal concept of negligence (duty of care, breach, real loss or injury).	Donaghue case *Law Now* (May 1993)
Breach of Duty of Care	• define the doctrine of the standard of care of the "reasonable man" • explain how the doctrine of the "reasonable man" applies to special categories; e.g., minors, professionals • explain the term "proximate cause" or "causation."	*Emergency Medical Aid Act* Floyd v. Bowers
Damages	• describe loss or injury as an element of negligence • identify the types of damages for which a person may claim compensation.	Mathews et al. v. Macaroon et al.
Defences to Negligence	• explain the principle of "contributory negligence" • define what constitutes "voluntary assumption of risk."	*Contributory Negligence Act*
Special Types of Liability	• explain the special situations under which certain types of liability are imposed; e.g., strict, vicarious, occupiers' liability • identify the liabilities that may apply to the driver and the owner of a motor vehicle as a result of a motor vehicle accident • analyze cases where special types of liability have been a key issue.	*Occupiers' Liability Act* *Innkeepers Act* *Highway Traffic Act* Mayfield Inn court decision
Suing in Civil Court	• describe the structure and process of the civil court (Provincial Court or Queen's Bench) • prepare documents required to take action in civil court.	

MODULE LGS3040: NEGLIGENCE (continued)

Concept	Specific Learner Expectations	Notes
Challenging Issues	*The student should:* • propose solutions to problems related to negligence in regard to: – size of damage awards – no-fault insurance – manufacturers – professionals – motorists – parents – contingency fee system.	
Law-related Careers	• describe careers related to civil litigation: – insurance adjuster – driver education instructor (trainer) – actuary – consumer advocate.	

MODULE LGS3050: LAW & SMALL BUSINESS

Level: Advanced

Theme: Social Context

Prerequisite: None

Module Description: Students learn about laws relating to starting a business, running a business and ending a business. Students also explore challenging issues that affect small business and law-related careers.

Module Parameters: No specialized equipment or facilities.

Supporting Modules: LGS1010 You & the Law 1 (As a Consumer and as a Family Member)
LGS1020 You & the Law 2 (In Society and in the Workplace)

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• examine the legal considerations involved in operating a small business	• acting as a consultant and providing advice to a client on the legal issues involved in starting, operating and ending his or her association with a small business. *Assessment Tool* *LGS3050–1: Law & Small Business* *Standard* *Rating of 3*	100
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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MODULE LGS3050: LAW & SMALL BUSINESS (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Starting a Business	• describe the importance of protecting the intellectual property (copyright, patent, trademark, design, etc.) of a small business • analyze the various ways of organizing a small business; e.g., proprietorship, partnership, corporation • explain, if appropriate, some of the rights and remedies available to franchises • describe the advantages and disadvantages of using workspace in the home, leasing premises or buying a property • describe the various methods of financing a small business and the legal implications.	*Copyright Act* *Patent Act* Canadian Patent Reporter Inventor *Law Now* Dec. 1994/Jan. 1995; Feb./Mar. 1996 *Alberta Business Corporations Act* *Franchises Act* *Law Now* Aug./Sept. 1996 Chamber of Commerce *Law Now* Dec. 1994/ Jan. 1995; Oct./Nov. 1995; Apr./May 1995 YMCA–Small Business Ventures
Operating a Business	• identify and describe the various legal requirements in operating a small business • describe specific legislation as it relates to the sale of goods and services • discuss the elements of a contract to determine what is required to be in writing; e.g., are faxes legally effective? • discuss the rights and responsibilities of employees and employers • identify some common problems for employees and employers. • describe how rights and responsibilities of employers and employees would change where there is a collective agreement • describe the taxation concerns of a small business in Canada • explain the reporting and recordkeeping requirements of a small business • describe alternative methods of securing and/or collecting the debts owing to a business or by a business	Statute of Frauds Better Business Bureau Municipal, provincial and federal licensing requirements *Law Now* Oct./Nov. 1994; Dec./Jan. 1995; June/July 1995 *Direct Sales Cancellation Act* Alberta Opportunity Company Bank manager Corporate lawyer *Individual's Rights Protection Act* *Workers' Compensation Act* *Canadian Charter of Rights and Freedoms* Employment Standards Code Occupational Health and Safety *General Sales Tax Act* Unemployment Insurance Commission Canada Pension Plan Revenue Canada

MODULE LGS3050: LAW & SMALL BUSINESS (continued)

Concept	Specific Learner Expectations	Notes
Operating a Business (continued)	*The student should:* • identify special legal considerations when importing or exporting goods.	City tax office *Excise Act* *Personal Property Security Act* *Builders' Lien Act* *Garageman's Lien Act* *Excise and Customs Act*
Failure of or Ending a Business	• research the voluntary and involuntary dissolution of a business; e.g., winding up, sale, death of an owner and bankruptcy.	*Bankruptcy Act* *Law Now* Dec. 1995/Jan. 1996 *Alberta Business Corporations Act*
Challenging Issues	• identify some challenging issues such as: – receivership/bankruptcy – liability – ethics in business – profit motive versus social responsibility – protectionism – subsidies and grants • research one or more of these issues • research laws in Canada or the province in regard to the issue(s) • research alternatives • propose solutions.	
Law-related Careers	• describe careers in business law; e.g.: – corporate lawyer – receiver – trustee in bankruptcy – tax lawyer.	

MODULE LGS3060: CONTROVERSY & CHANGE

Level: Advanced

Theme: Social Context

Prerequisite: None

Module Description: Students explore how controversial issues evoke responses that may bring about changes in the law, and describe a wide variety of strategies that may be used for changing the law.

Module Parameters: No specialized equipment or facilities.

Supporting Modules: LGS1010 You & the Law 1 (As a Consumer and as a Family Member)
LGS1020 You & the Law 2 (In Society and in the Workplace)

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe how different views of people are expressed in controversial issues which may have legal implications	• preparing a research document on a controversial issue which describes different views of people but stating a position on the legal issue(s) and the reasons for adopting that position. *Assessment Tool* *LGS3060–1: Controversy & Change* *Standard* *Rating of 3*	70
• describe the various methods used to bring about changes in the law	• preparing an article that describes an event (real or fictional) in which people use various methods; e.g., lobbying, advocacy groups, public protests, court challenges, administrative appeals and petitions, to bring about changes in the law. *Assessment Tool* *LGS3060–2: Controversy & Change* *Standard* *Rating of 3*	30
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tools* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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MODULE LGS3060: CONTROVERSY & CHANGE (continued)

Concept	Specific Learner Expectations	Notes
Controversial Issues	*The student should:* • define and provide examples of what constitutes a controversial issue • identify a number of controversial issues locally, nationally and internationally • research the legal elements of those issues • research laws relevant to the defined issue; e.g., historical perspective, current legislation, implications for society, in other countries	Legal Education and Action Fund (LEAF) Politicians Information from various lobby groups (e.g., profile organizations, National Rifle Association, Local Chapter of Victims of Violence, local police service, women's rights groups, AIDS Network) An annotated Criminal Code Lawyer
Effecting Change	• analyze various methods used to bring about changes in the law • propose possible solutions to effect changes in the law. **Note**: In this module, research and interest will determine what issues the student decides to investigate. Some possible topics for investigation are listed below. • victims of crime • pornography and censorship • substance abuse • same sex marriage • environment • sexually transmitted diseases • capital punishment • abortion • gun control • right to die • prison reform • immigration • mandatory drug testing • aboriginal issues.	

MODULE LGS3070: LANDMARK DECISIONS

LEVEL: Advanced

Theme: Social Context

Prerequisite: None

Module Description: Students analyze, in detail, "landmark decisions" and their subsequent influence on the political, social and economic environment.

Module Parameters: No specialized equipment or facilities.

Supporting Modules: LGS1010 You & the Law 1 (As a Consumer and as a Family Member)
LGS1020 You & the Law 2 (In Society and in the Workplace)

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify "landmark decisions" and analyze their subsequent effects	• preparing a report detailing a case(s) considered to be "landmark decision(s)" and explaining how the outcome of the case(s) had an impact on society. *Assessment Tool* *LGS3070–1: Landmark Decisions* *Standard* *Rating of 3*	100
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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MODULE LGS3070: LANDMARK DECISIONS (continued)

Concept	Specific Learner Expectations	Notes
Background	*The student should:* • define the term "precedent" and explain how it operates in our legal system • identify and discuss examples of "landmark decisions."*	
Analyzing Change	• analyze the political, social and economic environment of the time a particular decision was rendered • compare the outcome of these cases with the present "notions of justice" • research the subsequent influence of the decision on court cases and legislation.	
Challenging Issues	• suggest future issues that may allow landmark cases to evolve in regard to: – Language Rights – Family Law – Criminal Law – Immigration – Sovereignty – Expert Witness – Rights and Freedoms – Minority Rights	*Law Now* (Oct. 1993) **Note**: Because this module is primarily research based, the resources below are a partial list. *Scales of Justice* (audiotapes, study resource guide based on texts *Seven Famous Cases* and *Ten Famous Cases Revisited*)

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*The following page comprises a partial list of cases felt to be landmark cases in the Canadian perspective.

MODULE LGS3070: LANDMARK DECISIONS (continued)

Concept	Specific Learner Expectations	Notes
Challenging Issues (continued)	Language Rights – Forest v. A. G. of Manitoba, Bilodeau v. A. G. of Manitoba – Attorney General of Quebec v. Quebec Association of Protestant School Boards et al – Mahe v. H.M.Q. – *Public Schools Act* of Manitoba Family – Murdoch (Rathwell) – Pettkus v. Becker – Pelech v. Pelech Moge v. Moge Criminal – Regina v. Big M Drug Mart Ltd. – Regina v. Morgentaler (Supreme) – Regina v. Brydges – Regina v. Oakes Immigration – Tomey Homma v. The King, The King v. Quong Wing Canada's Sovereignty – Operation Dismantle v. The Queen Expert Witness – Truscott (Marshall) Rights and Freedoms – Roncarelli v. Duplessis, The King v. Russell (The Winnipeg General Strike) Minority – Regina v. Cadien, Riel v. The Queen, Calder v. Attorney General of British Columbia, Regina v. Brydges Right to Die – Nancy B. v. H.M.Q. – Rodriguez v. H.M.Q.	*Great Alberta Law Cases* (ACCESS Network, audiotapes) *A Case for Canada* (10 cases historically important in the areas of rights and freedoms, minority rights, social justice) *World's Great Trials from Socrates to Jean Harris* (Brandt Aymor and Edward Sagarin, Bonanza Books, Crown Publishers) *On Trial* (Jack Batten, Macmillan, 1988) *Great Trials in American History* (teacher resource)

MODULE LGS3080: CRIMINAL LAW

Level: Intermediate

Theme: Societal Context

Prerequisite: None

Module Description: Students examine the criminal justice system, including the criminal process and the roles and responsibilities of the participants. Students also explore challenging issues and law-related careers.

Module Parameters: No specialized equipment or facilities.

Supporting Modules: LGS1010 You & the Law 1 (As a Consumer and as a Family Member)
LGS1020 You & the Law 2 (In Society and in the Workplace)

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• examine the Canadian criminal justice system	• correctly answering 50% of the questions from a test bank related to the following concepts: the criminal justice system, criminal process, police, crown and defence, consequences, conditional release, challenging issues and law-related careers. *Assessment Tool* *Refer to test banks from authorized resources*	75
	• given two cases, one related to a summary offence and one related to an indictable offence, describing the criminal process from the initiation of a criminal charge, to the resolution of the case. *Assessment Tool* *See procedures chart for an indictable offence and for a summary offence in authorized resources*	25
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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MODULE LGS3080: CRIMINAL LAW (continued)

Concept	Specific Learner Expectations	Notes
Criminal Justice System	*The student should:* • describe the historical basis of criminal law and the Criminal Code • identify statutes setting out criminal and provincial quasi-criminal law; e.g., Criminal Code, *Narcotics Control Act*, the *Highway Traffic Act*, the *Young Offenders Act* • describe the role of the provincial and federal Departments of Justice • identify the jurisdiction of the courts within Alberta • identify alternatives to courts for dispute resolution (Sec. 4 and 69 of the *Young Offenders Act*, Aboriginal Tribal Councils, Adult Alternative Measures, etc.) • analyze the power and function of appeal courts and the role of the Supreme Court of Canada.	*British North America Act* Martin's Criminal Code Alberta Criminal Lawyers Association Law Society of Alberta John Howard Society
Criminal Process	• differentiate between summary (including provincial), hybrid and indictable offences • outline the legal procedure for handling the various criminal offences from the commission of the offence to the trial • explain the purpose of a preliminary hearing • describe trial by judge or by judge and jury • describe how a jury is selected.	Magna Carta Criminal Code *Canadian Charter of Rights and Freedoms* *Individual's Rights Protection Act* *Young Offenders Act* Legal Aid Society of Alberta Student Legal Services
Police	• describe the role of the police in our criminal justice system • describe the powers of the police with respect to arrest, questioning, search and seizure, custody and release • explain the right of "habeas corpus."	Municipal police

MODULE LGS3080: CRIMINAL LAW (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Crown and Defence	• describe the role of the Crown • explain the onus and burden of proof • describe sources of legal services • identify and describe the various defences and their effect on sentencing.	Criminal lawyer Crown prosecutor
Consequences	• analyze the purpose of and guidelines for sentencing • describe the various types of sentences • differentiate between federal penitentiaries and provincial jails • explain the purpose of different correctional institutions • analyze the relationship of the crime to the sentence administered • explain the implications of coming into conflict with the law even if acquitted (finger printing, job loss, publicity, etc.).	Correctional Services personnel Victim Services Correctional Services personnel Victim Services
Conditional Release	• differentiate between temporary absence program, parole and statutory release • describe the factors that determine the granting of conditional release • describe the role of the National Parole Board in federal and provincial paroles • describe the role of the Temporary Absence program in Alberta • describe the nature of after-care agencies.	Parole Board of Canada Halfway houses

Concept	Specific Learner Expectations	Notes
Challenging Issues	*The student should:* • identify some challenging issues such as the following: – prison reform – parole and mandatory supervision – plea bargaining – conditions for probation including community service, restitution and treatment (do they work?) – victims of crime – criminal law reform – the repeat offender – capital punishment – legal aid in Alberta – organized crime in Canada – the role of the police – young offenders and the law • research one or more of the issues • research the laws in Canada regarding the issue(s) • compare legislation in Canada with that in other countries • analyze alternatives • propose possible solutions.	
Law-related Careers	• describe careers in the criminal justice system; e.g.: – court reporter – clerk of the court – bailiff – court attendant – sheriff – legal assistant – correctional and prisoner security officer – community corrections officer (probation and parole) – police officer – process server – investigator: fraud, insurance, arson, private.	

LEGAL STUDIES

SECTION G: ASSESSMENT TOOLS

The following pages comprise background information and strategies for assessing student achievement and the assessment tools that are listed in Sections D, E and F of this Guide.

This section of the Guide to Standards and Implementation has been designed to provide a common base of understanding about the level of competencies students are expected to demonstrate to successfully complete a module. The goal is to establish assessment standards for junior and senior high school students that are fair, credible and challenging.

These tools will assist teachers throughout the province to more consistently assess student achievement. The purpose of expanding on the assessment standards is to:

- increase confidence among students, parents, business/ industry and post-secondary that students can demonstrate the competencies specified in the modules they have completed
- encourage fairness and equity in how students' efforts are judged
- enable learners to focus effort on key learnings
- support teachers and community partners in planning and implementing CTS.

These tools were validated during the optional stage of CTS implementation.

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ASSESSING STUDENT ACHIEVEMENT IN CTS

The CTS assessment standards assess two basic forms of competency:

- What can a student ***do***?
  - **make** a product (e.g., wood bowl, report, garment)
  - **demonstrate** a process
    - strand-related competencies (e.g., keyboarding, hair cutting, sewing techniques, lab procedures)
    - basic competencies (e.g., resource use, safety procedures, teamwork).
- What does a student ***know***?
  - knowledge base needed to demonstrate a competency (link theory and practice).

CTS Defines *Summative* Assessment Standards

The assessment standards and tools defined for the CTS modules, referenced in Sections D, E and F of this Guide, focus on the final (or summative) assessment of student achievement.

Assessment throughout the learning period (formative assessment) will continue to evaluate how students are progressing. Teachers direct and respond to students' efforts to learn—setting and marking tasks and assignments, indicating where improvement is needed, sending out interim reports, congratulating excellence, etc.

Teachers will decide which instructional and assessment strategies to apply during the formative learning period. As formative and summative assessment are closely linked, some teachers may wish to modify the tools included in this section to use during the instructional process. Teachers may also develop their own summative assessment tools as long as the standards are consistent with the minimum expectations outlined by Alberta Education.

Grading and Reporting Student Achievement

When a student can demonstrate ALL of the exit-level competencies defined for the module (module learner expectations), the teacher will designate the module as "successfully completed." The teacher will then use accepted grading practices to determine the percentage grade to be given for the module—a mark not less than 50%.

The time frame a teacher allows a student to develop the exit-level competency is a local decision. NOTE: The Senior High School Handbook specifies that students must have access to 25 hours of instruction for each credit. Students may, however, attain the required competencies in less time and may proceed to other modules.

Teachers are encouraged to consult their colleagues to ensure grading practices are as consistent as possible.

High school teachers may wish to refer to "Directions for Reporting Student Achievement in CTS" for information on how to use the CTS course codes to report the credits that students have earned to Alberta Education. (Copies of this document have been forwarded to superintendents and senior high school principals.)

Components of Assessment Standards in CTS

The following components are included in each module:

- **module learner expectations** (in the shaded left column of the module) define the exit-level competencies students are expected to achieve to complete a module. Each MLE defines and describes critical behaviours that can be measured and observed. The student must meet the standard specified for **ALL** MLEs within a module to be successful.

- **suggested emphasis** (in the right column of the module) provides a guideline for the relative significance of each MLE and can be used to organize for instruction.

- **criteria and conditions** (in the middle column of the module) set the framework for the assessment of student competency, specifying the minimum standard for performance and including a reference to assessment tools, where appropriate.

  Criteria define the behaviours that a student must demonstrate to meet the designated standard. For example, the criteria could describe the various techniques that must be demonstrated when using a tool, and/or describe the minimum components of a project the student must complete.

  Conditions outline the specifications under which a student's competency can be judged. For example, the conditions could specify whether the assessment should be timed or not, or if the student should be allowed to access to support resources or references.

  Standard may be defined by (1) assessment tools, which are referenced in this section (or sometimes in approved learning resources) and/or (2) "illustrative examples" of student work, if appropriate.

  Assessment Tools included in this section of the Guide tend to be of two types:

  - tools generic to a strand or to the entire CTS program; e.g., a standard five-point rating scale is used in all strands. Other generic tools include assessing reports and presentations and lab safety checklists. (*Names of these tools include the strand code [e.g., "INF" for Information Processing] and a code for the type of tool [e.g., "TDENT" for Text-Data Entry].)*
  - tools specific to a module; e.g., assessment checklist for assessing a venture plan in Enterprise and Innovation or a checklist for sketching, drawing and modelling in Design Studies. *(Names of these tools include the module code; e.g., "INF1010–1" indicating that it is the first module-specific tool used in Information Processing Module 1010.)*

Development and Validation Processes

The "Criteria and Conditions" and "Suggested Emphasis" columns have been validated with extensive input from teachers, professional associations/contacts and post-secondary institutions. The goal was to prepare well-structured assessment standards and related assessment tools that:

- establish an appropriate level of challenge and rigour
- relate directly to the type of learning described in the curriculum standard
- are easy to understand
- are efficient to implement
- can provide a consistent measure of what was expected to be measured.

As students and teachers work with the assessment standards and tools, it is expected that levels of performance will increase as more and more students are able to achieve the minimum standard. Therefore, the assessment standards and related tools will continue to be monitored, and revised as necessary to ensure appropriate levels or rigour and challenge, and successful transitions for students as they leave high school and enter the workplace or related post-secondary programs.

ASSESSING STUDENT ACHIEVEMENT IN LEGAL STUDIES

The Legal Studies curriculum is based on the premise that recognizable outcomes may be compared to stated standards. In Legal Studies, the standards identify students' growth in knowledge, skills and attitudes. The curriculum defines outcomes through the module learner expectations (MLEs) and specific learner expectations (SLEs). It also suggests criteria and conditions for assessment and the emphasis to be placed on each expectation. These elements combine to provide an overall framework for instruction and assessment.

Assessment Strategies and Tools

A variety of tools have been provided for your reference and use. In the development of the assessment materials there has been an attempt to keep it as simple as possible while also providing guidance and assistance to teachers. The tools are intended to help you assess students' work as accurately and consistently as possible by stating standards of performance for elements felt to be important within the curriculum as a whole or in specific modules. They also provide standards for "basic competencies" students should be able to demonstrate while engaged in learning.

The tools that have been developed are intended to be used as summative assessment tools. Depending on the way the classroom is organized, they may be used when the student has indicated he or she is ready for the final assessment or by the entire class at the end of the learning period.

Tools Generic to CTS

The generic rating scale has been used to develop several of the tools in CTS. A generic framework for assessing the processes CTS students apply in completing a task or project is included in this section. It is based on the notion that students will follow a process as they work through their projects and that this process has a number of sequential steps. The framework shows the increasing expectations from the introductory, to the intermediate, to the advanced level.

Some assessment tools, e.g., Presentations/ Reports are generic to CTS and have been included in this Section. In assessing MLEs at the introductory level, PRE100 would be used. Since the content portion of this tool must relate specifically to an MLE in a module, the tool has been adapted, labelled and included under Assessment Tools Specific to the Legal Studies strand, LGS, and to the module, e.g., LGS1010 (module number), and the tool number (within the module), e.g., LGS1010–1.

The Basic Competencies Reference Guide can be used directly as a checklist or as a guide to assess these competencies through other teacher-developed tools.

Tools Generic to Legal Studies

Some MLEs in the Legal Studies strand have as the conditions and criteria for assessment the analysis of a case(s) or of a scenario(s). A tool, Framework for Assessing Analysis of a Case Study or Scenario (LGSSTDY), has been developed to help assess the analysis that has been completed by a student. This tool will provide consistency in the way in which the analysis of a case or scenario is assessed. When choosing a case study, an attempt should be made to choose one with as much detail as possible. In some instances it may be necessary to develop a fictional set of facts and circumstances (a "scenario"). To assess the analysis of the scenario, the Scenario portion of the Tool LGSCSTDY should be used.

A Legal Studies generic tool LGSDISRES has been developed to assess dispute resolution hearings that might relate to negotiation, mediation, arbitration and/or adjudication (mock trials). These may be activities used in the Dispute Resolution module or in another module where a dispute resolution hearing would be appropriate, e.g., Labour Law, Family Law.

Some tools provide a rubric to determine whether the level of competency is above standard, at standard or below standard. The tools generic to CTS have been developed with a five-point scale.

The tools for Legal Studies have also been developed with a 5-point scale. It is recognized that this scale will have to be translated into a percentage mark for reporting purposes

Tools Specific to Legal Studies Modules

The tools that have been developed to assess specific MLEs in a module are labelled with the module number and the tool number (e.g., LGS1010–1 or LGS1010–2). They are referred to under the criteria and conditions column in Sections D, E and F of this Guide.

Tools in the form of tests for specific MLEs at the introductory, intermediate and advanced level have not been developed. In instances where the tool suggested is a test, reference is made to the authorized learning resources for Legal Studies. These resources include teaching resources that have test banks and other suggested assessment strategies. It is recommended that these be used to prepare appropriate test banks. When test banks are being used, a separate assessment of the basic competencies would be required. Refer to the Basic Competencies Reference Guide. Assessment materials currently being used may continue to be used if they assess the criteria and conditions for an MLE.

Suggested Emphasis for Assessment

The "Suggested Emphasis" column provides a guideline for the relative significance of each MLE to assist in organizing for instruction. The basic competencies are expected to be integrated throughout and therefore the tools have been designed to assess the relevant basic competencies and the product, process and/or theory. If a test bank is being used, a separate checklist for assessing the basic competencies would be required.

BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework★. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages**. Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Managing Learning			
☐ comes to class prepared for learning	☐ ————→————→	☐ ————→————→	☐ ————→————→
☐ follows basic instructions, as directed	☐ follows instructions, with limited direction ☐ sets goals and establishes steps to achieve them, with direction	☐ follows detailed instructions on an independent basis ☐ sets clear goals and establishes steps to achieve them	☐ ————→————→ ☐ demonstrates self-direction in learning, goal setting and goal achievement
☐ acquires specialized knowledge, skills and attitudes	☐ applies specialized knowledge, skills and attitudes in practical situations	☐ transfers and applies specialized knowledge, skills and attitudes in a variety of situations	☐ transfers and applies learning in new situations; demonstrates commitment to lifelong learning
☐ identifies criteria for evaluating choices and making decisions	☐ identifies and applies a range of effective strategies for solving problems and making decisions	☐ uses a range of critical thinking skills to evaluate situations, solve problems and make decisions	☐ thinks critically and acts logically to evaluate situations, solve problems and make decisions
☐ uses a variety of learning strategies	☐ explores and uses a variety of learning strategies, with limited direction	☐ selects and uses effective learning strategies ☐ cooperates with others in the effective use of learning strategies	☐ ————→————→ ☐ provides leadership in the effective use of learning strategies
Managing Resources			
☐ adheres to established timelines; uses time/schedules/planners effectively	☐ creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis
☐ uses information (material and human resources), as directed	☐ accesses and uses a range of relevant information (material and human resources), with limited direction	☐ accesses a range of information (material and human resources), and recognizes when additional resources are required	☐ uses a wide range of information (material and human resources) in order to support and enhance the basic requirement
☐ uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service	☐ uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision	☐ selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis	☐ recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)
☐ maintains, stores and/or disposes of equipment and materials, as directed	☐ maintains, stores and/or disposes of equipment and materials, with limited assistance	☐ maintains, stores and/or disposes of equipment and materials on an independent basis	☐ demonstrates effective techniques for managing facilities, equipment and supplies
Problem Solving and Innovation			
☐ participates in problem solving as a process ☐ learns a range of problem-solving skills and approaches	☐ identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints	☐ thinks critically and acts logically in the context of problem solving	☐ identifies and resolves problems efficiently and effectively
☐ practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ applies problem-solving skills to a directed or a self-directed activity, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ transfers problem-solving skills to real-life situations, by generating new possibilities ☐ prepares implementation plans ☐ recognizes risks	☐ identifies and suggests new ideas to get the job done creatively, by: – combining ideas or information in new ways – making connections among seemingly unrelated ideas – seeking out opportunities in an active manner

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Stage 1— *The student:*	**Stage 2—** *The student:*	**Stage 3—** *The student:*	**Stage 4—** *The student:*
Communicating Effectively			
☐ uses communication skills; e.g., reading, writing, illustrating, speaking	☐ communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means	☐ prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments	☐ negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests
☐ uses language in appropriate context	☐ uses technical language appropriately	☐ encourages, persuades, convinces or otherwise motivates individuals	☐ negotiates and works toward a consensus
☐ listens to understand and learn	☐ listens and responds to understand and learn	☐ listens and responds to understand, learn and teach	☐ listens and responds to understand, learn, teach and evaluate
☐ demonstrates positive interpersonal skills in selected contexts	☐ demonstrates positive interpersonal skills in many contexts	☐ demonstrates positive interpersonal skills in most contexts	☐ promotes positive interpersonal skills among others
Working with Others			
☐ fulfills responsibility in a group project	☐ ——→——→	☐ seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload	☐ leads, where appropriate, mobilizing the group for high performance
☐ works collaboratively in structured situations with peer members	☐ cooperates to achieve group results	☐ works in a team or group: – encourages and supports team members – helps others in a positive manner – provides leadership/followership as required – negotiates and works toward consensus as required	☐ understands and works within the context of the group
☐ acknowledges the opinions and contributions of others in the group	☐ maintains a balance between speaking, listening and responding in group discussions ☐ respects the feelings and views of others		☐ prepares, validates and implements plans that reveal new possibilities
Demonstrating Responsibility			
Attendance			
☐ demonstrates responsibility in attendance, punctuality and task completion	☐ ——→——→	☐ ——→——→	☐ ——→——→
Safety			
☐ follows personal and environmental health and safety procedures	☐ recognizes and follows personal and environmental health and safety procedures	☐ establishes and follows personal and environmental health and safety procedures	☐ transfers and applies personal and environmental health and safety procedures to a variety of environments and situations
☐ identifies immediate hazards and their impact on self, others and the environment	☐ identifies immediate and potential hazards and their impact on self, others and the environment	☐ ——→——→	☐ ——→——→
☐ follows appropriate/emergency response procedures	☐ ——→——→	☐ ——→——→	☐ ——→——→
			☐ demonstrates accountability for actions taken to address immediate and potential hazards
Ethics			
☐ makes personal judgements about whether or not certain behaviours/actions are right or wrong	☐ assesses how personal judgements affect other peer members and/or family; e.g., home and school	☐ assesses the implications of personal/group actions within the broader community; e.g., workplace	☐ analyzes the implications of personal/group actions within the global context
			☐ states and defends a personal code of ethics as required

***Developmental Framework**			
• *Simple task* • *Structured environment* • *Directed learning*	• *Task with limited variables* • *Less structured environment* • *Limited direction*	• *Task with multiple variables* • *Flexible environment* • *Self-directed learning, seeking assistance as required*	• *Complex task* • *Open environment* • *Self-directed/self-motivated*

GENERIC RATING SCALE

SCALE	RUBRIC STATEMENT (included in assessment tool/statements in *italics* are optional) *The student:*	IS TASK/ PROJECT COMPLETED?	PROBLEM SOLVING: STUDENT INITIATIVE VS TEACHER DIRECTION/ SUPPORT	USE OF TOOLS, MATERIALS, PROCESSES	*STANDARDS OF QUALITY/ PRODUCTIVITY*	*TEAMWORK LEADERSHIP*	*SERVICE CLIENT/ CUSTOMER*
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.*	Exceeds defined outcomes.	Plans and solves problems effectively and creatively in a self-directed manner.	Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.	*Quality, particularly details and finishes and productivity are consistent and exceed standards.*	*Leads others to contribute team goals.*	*Analyzes and provides effective client/customer services beyond expectations.*
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.*	Meets defined outcomes.	Plans and solves problems in a self-directed manner.	Tools, materials and/or processes are selected and used efficiently and effectively.	*Quality and productivity are consistent.*	*Works cooperatively and contributes ideas and suggestions that enhance team effort.*	*Analyzes and provides effective client/customer services.*
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.*	Meets defined outcomes.	Plans and solves problems with limited assistance.	Tools, materials and/or processes are selected and used appropriately.	*Quality and productivity are reasonably consistent.*	*Works cooperatively to achieve team goals.*	*Identifies and provides customer/client services.*
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.*	Meets defined outcomes.	Follows a guided plan of action.	A limited range of tools, materials and/or processes are used appropriately.	*Quality and productivity are reasonably consistent.*	*Works cooperatively.*	*Provides a limited range of customer/client services.*
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.	Has not completed defined outcomes.		Tools, materials and/or processes are used inappropriately.			

ASSESSMENT FRAMEWORK: ISSUE ANALYSIS

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• accurately describes an issue on which people disagree	• accurately describes an issue on which people disagree, explaining areas of disagreement	• accurately describes an issue on which people disagree, explaining specific causes of disagreement
• poses an important question regarding the issue	• poses one or more thoughtful questions regarding the issue	• poses thoughtful questions regarding the issue
• accesses basic in-school/community information sources regarding the issue	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• uses one or more information-gathering techniques	• uses a range of information-gathering techniques	• demonstrates resourcefulness in collecting data
Analyzing Perspectives	**Analyzing Perspectives**	**Analyzing Perspectives**
• clarifies different points of view regarding the issue; *e.g., social, economic, environmental*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related, scientific, political*
• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and insightful reasons for adopting that position
• states an opposing position on the issue and logical reasons for adopting that position	• states two or more opposing positions on the issue and logical reasons for adopting each position	• states three or more opposing positions on the issue and thoughtful reasons for adopting each position
• identifies sources of conflict among different positions	• describes interrelationships among different perspectives/points of view	• analyzes interrelationships among different perspectives/points of view
• distinguishes between fact and fiction/opinion/theory	• determines accuracy/currency/reliability of information and ideas	• recognizes underlying bias/assumptions/values in information and ideas
Collaboration and Teamwork	**Collaboration and Teamwork**	**Collaboration and Teamwork**
• shares work appropriately among group members	• shares work appropriately among group members	• shares work appropriately among group members
• respects the views of others	• respects and considers the views of others	• respects and considers the views of others
	• negotiates solutions to problems	• negotiates with sensitivity solutions to problems
Evaluating Choices/Making Decisions	**Evaluating Choices/Making Decisions**	**Evaluating Choices/Making Decisions**
• identifies useful alternatives regarding the issue	• identifies important and appropriate alternatives regarding the issue	• describes in detail important and appropriate alternatives regarding the issue
• establishes criteria for assessing each alternative; *e.g., social, economic, environmental*	• establishes knowledge- and value-based criteria for assessing each alternative; *e.g., social, economic, environmental*	• establishes knowledge- and value-based criteria for assessing each alternative; *e.g., social, economic, environmental*
• selects an appropriate alternative based on established criteria	• selects an appropriate alternative by showing differences among choices	• selects an appropriate and useful alternative by showing differences among choices
• reflects on strengths/weaknesses of decisions by considering consequences	• assesses strengths/weaknesses of decisions by considering consequences	• assesses strengths/weaknesses of decisions by considering consequences and implications
• communicates information in a logical sequence to justify choices/decisions made	• communicates ideas in a logical sequence with supporting detail to justify choices/decisions made	• communicates thoughts/feelings/ideas clearly to justify choices/decisions made

ASSESSMENT FRAMEWORK: LAB INVESTIGATIONS

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Management • prepares self for task • organizes and works in an orderly manner • carries out instructions accurately • uses time effectively	**Management** • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively • adheres to routine procedures	**Management** • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively in a logical sequence • displays leadership in adhering to routine procedures • attempts to solve problems prior to requesting help
Teamwork • cooperates with group members • shares work appropriately among group members	**Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems	**Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication skills
Use of Equipment and Materials • selects and uses appropriate equipment/materials • follows safe procedures/techniques • weighs and measures accurately • returns clean equipment/materials to storage areas	**Use of Equipment and Materials** • selects and uses appropriate equipment/materials • models safe procedures/techniques • weighs and measures accurately • practises proper sanitation procedures • minimizes waste of materials • advises of potential hazards and necessary repairs	**Use of Equipment and Materials** • selects and uses equipment/materials independently • demonstrates concern for safe procedures/techniques • weighs and measures accurately and efficiently • practises proper sanitation procedures • minimizes waste of materials • anticipates potential hazards and emergency response
Investigative Techniques • gathers and applies information from at least one source • makes predictions that can be tested • sets up and conducts experiments to test a prediction • distinguishes between manipulated/responding variables • obtains results that can be used to determine if some aspect of the prediction is accurate • summarizes important experimental outcomes	**Investigative Techniques** • gathers and applies information from a variety of sources • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • identifies and explains manipulated/responding variables • obtains accurate results that confirm/reject the prediction • summarizes and applies experimental outcomes	**Investigative Techniques** • uses relevant information to explain observations • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • analyzes relationships among manipulated/responding variables • obtains accurate results that confirm/reject prediction and answer related questions • summarizes, applies and evaluates experimental outcomes

ASSESSMENT FRAMEWORK: NEGOTIATION AND DEBATE

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• accurately describes an issue on which people disagree	• accurately describes an issue on which people disagree, explaining areas of disagreement	• accurately describes an issue on which people disagree, explaining specific causes of disagreement
• poses an important question regarding the issue	• poses one or more thoughtful questions regarding the issue	• poses thoughtful questions regarding the issue
• accesses basic in-school/community information sources regarding the issue	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• uses one or more information-gathering techniques	• uses a range of information-gathering techniques	• demonstrates resourcefulness in collecting data
Analyzing Perspectives	**Analyzing Perspectives**	**Analyzing Perspectives**
• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and insightful reasons for adopting that position
• explains why the issue is important by presenting examples of possible consequences	• explains why the issue is important by presenting examples of possible consequences	• explains why the issue is important by presenting examples of possible consequences and implications
• clarifies different points of view regarding the issue; *e.g., social, economic, environmental*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related, scientific, political*
• distinguishes between fact and fiction/opinion/theory	• determines accuracy/currency/reliability of information and ideas	• recognizes underlying bias/assumptions/values in information and ideas
Collaboration and Teamwork	**Collaboration and Teamwork**	**Collaboration and Teamwork**
• works with a range of peer members	• works with a range of peer members	• works with a wide range of peer members
• shares information/opinions/suggestions through group discussion	• shares information/opinions/suggestions, maintaining a balance between speaking and listening	• shares information/opinions/suggestions, maintaining a balance between speaking and listening
• listens to and respects the views of others	• listens to and respects the views of others, requesting clarification as necessary from other group members	• listens to and respects the views of others, requesting clarification as necessary from other group members
Negotiating and Debating	**Negotiating and Debating**	**Negotiating and Debating**
• presents a convincing argument in logical sequence supporting a position adopted on the issue	• presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance	• presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance and backing each with sound evidence
• provides a relevant response to opposing arguments	• provides a relevant and convincing response to opposing arguments	• provides a relevant and convincing rebuttal to opposing arguments
• speaks clearly so the argument can be understood	• speaks clearly without hesitation so the argument can be understood	• speaks clearly without hesitation so the argument can be understood by all listeners
• establishes a shared understanding of key alternatives and consequences relevant to the issue	• negotiates a shared agreement on preferred alternatives relevant to the issue	• negotiates a shared agreement on preferred alternatives by resolving divergent points of view

ASSESSMENT FRAMEWORK: PRESENTATIONS/REPORTS

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student;*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• sets goals and follows instructions accurately	• sets goals and describes steps to achieve them	• sets goals and describes steps to achieve them
• responds to directed questions and follows necessary steps to find answers	• uses personal initiative to formulate questions and find answers	• uses personal initiative to formulate questions and find answers
• accesses basic in-school/community information sources	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• interprets and organizes information into a logical sequence	• interprets, organizes and combines information into a logical sequence	• interprets, organizes and combines information in creative and thoughtful ways
• records information accurately, using correct technical terms	• records information accurately with appropriate supporting detail and using correct technical terms	• records information accurately, using appropriate technical terms and supporting detail
• uses time effectively	• plans and uses time effectively	• plans and uses time effectively, prioritizing tasks on a consistent basis
	• gathers and responds to feedback regarding approach to task and project status	• assesses and refines approach to task and project status based on feedback and reflection
Presentation	**Presentation**	**Presentation**
• demonstrates effective use of at least one medium of communication:	• demonstrates effective use of at least two communication media:	• demonstrates effective use of a variety of communication media:
e.g., Written: spelling, punctuation, grammar, basic format	*e.g., Written: spelling, punctuation, grammar, format (formal/informal)*	*e.g., Written: spelling, punctuation, grammar, format (formal/informal, technical/literary)*
Oral: voice projection, body language	*Oral: voice projection, body language, appearance*	*Oral: voice projection, body language, appearance, enthusiasm, evidence of prior practice*
Audio-Visual: techniques, tools	*Audio-Visual: techniques, tools, clarity*	*Audio-Visual: techniques, tools, clarity, speed and pacing*
• uses correct grammatical convention and technical terms through proofreading/editing	• maintains acceptable grammatical and technical standards through proofreading and editing	• maintains acceptable grammatical and technical standards through proofreading and editing
• provides an introduction that describes the purpose of the project	• provides an introduction that describes the purpose and scope of the project	• provides an introduction that describes the purpose and scope of the project
• communicates information in a logical sequence	• communicates ideas into a logical sequence with sufficient supporting detail	• communicates thoughts/feelings/ideas clearly to justify or challenge a position
• states a conclusion based on a summary of facts	• states a conclusion by synthesizing the information gathered	• states a conclusion by analyzing and synthesizing the information gathered
• provides a reference list of three or more basic information sources	• provides a reference list that includes five or more relevant information sources	• gives evidence of adequate research through a reference list including seven or more relevant information sources

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning • sets goals and follows instructions accurately • adheres to established timelines • responds to directed questions and follows necessary steps to find answers • uses time effectively	**Preparation and Planning** • sets goals and establishes steps to achieve them • creates and adheres to useful timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively	**Preparation and Planning** • sets clear goals and establishes steps to achieve them • creates and adheres to detailed timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively, prioritizing tasks on a consistent basis
Information Gathering and Processing • accesses basic in-school/community information sources • uses one or more information-gathering techniques • interprets and organizes information in a logical sequence • records information accurately, using correct technical terms • distinguishes between fact and fiction/opinion/theory • responds to feedback when current approach is not working	**Information Gathering and Processing** • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques • interprets, organizes and combines information into a logical sequence • records information accurately with appropriate supporting detail and using correct technical terms • determines accuracy/currency/reliability of information sources • gathers and responds to feedback regarding approach to the task	**Information Gathering and Processing** • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data • interprets, organizes and combines information in creative and thoughtful ways • records information accurately with appropriate supporting detail and using correct technical terms • recognizes underlying bias/assumptions/values in information sources • assesses and refines approach to the task and project status based on feedback and reflection
Collaboration and Teamwork • cooperates with group members • shares work appropriately among group members	**Collaboration and Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems	**Collaboration and Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication and leadership skills
Information Sharing • demonstrates effective use of one or more communication media; *e.g., written, oral, audio-visual* • communicates information in a logical sequence • uses correct grammatical convention and technical terms • cites three or more basic information sources	**Information Sharing** • demonstrates effective use of two or more communication media; *e.g., written, oral, audio-visual* • communicates ideas in a logical sequence with sufficient supporting detail • maintains acceptable grammatical and technical standards • cites five or more relevant information sources	**Information Sharing** • demonstrates effective use of a variety of communication media; *e.g., written, oral, audio-visual* • communicates thoughts/feelings/ideas clearly to justify or challenge a position • maintains acceptable grammatical and technical standards • gives evidence of adequate information gathering by citing seven or more relevant information sources

COOPERATIVE WORK SCORING GUIDE*

LGSCOOPWK

Name of Case: ______________________________

Student Name: ______________________________ Role: ______________________

Takes leadership role when appropriate	4	3	2	1	0
Follows suggestions from others when appropriate	4	3	2	1	0
Clarifies group tasks for others	4	3	2	1	0
Shares ideas openly	4	3	2	1	0
Elicits ideas from others in the group	4	3	2	1	0
Volunteers for tasks	4	3	2	1	0
Assists others with tasks	4	3	2	1	0
Focuses on tasks quickly and efficiently	4	3	2	1	0
Listens actively to others	4	3	2	1	0
Acts to enhance the group success	4	3	2	1	0
Prepares before group sessions	4	3	2	1	0
Completes any individual tasks necessary for the group success	4	3	2	1	0
Completes work on schedule	4	3	2	1	0
Copes with interruptions and interference	4	3	2	1	0
Behaves courteously through group process	4	3	2	1	0

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

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* Legal Resource Centre, Mock Civil Trial Kit, Teacher Resource Book 67.

FRAMEWORK FOR ASSESSING ANALYSIS OF A CASE STUDY OR SCENARIO

LGSCSTDY

Student Name ______________________________ Date ____________________

DIRECTIONS:

Assessment of student achievement will be based on the Module Learner Expectation being assessed. Indicate the level of performance for each section by circling the appropriate level of competency. The standard required is stated in the module in which this tool is being used. Use the appropriate column for the case study or the scenario.

CRITERIA	OBSERVATION/RATING
Case Identification	4 3 2 1 0 N/A
Facts	4 3 2 1 0 N/A
Legal Issues	4 3 2 1 0 N/A
Decision	4 3 2 1 0 N/A
Court Reasonings	4 3 2 1 0 N/A

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals* .

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Case Study		Scenario
CASE IDENTIFICATION Case name is given Identify the parties involved and their roles The court(s) giving the ruling/opinion Decision(s) date(s) is correct	**4 3 2 1 0**	N/A
FACTS Identifies who did what to whom, where, when, what circumstances as relevant	**4 3 2 1 0**	**RELEVANT FACTS** Identifies who did what to whom, where, when, what circumstances as relevant
LEGAL ISSUES Legal issues or principles in initial trial are presented, if relevant Legal arguments of each side are given, if relevant Action asked by plaintiff (or Crown) is clearly set out, if relevant Grounds for appeal, if appropriate, are presented The grounds for appeal are presented, if the case is an appeal from a lower court decision	**4 3 2 1 0**	**APPLICABLE LAW** Source of Law (case law, statute) is presented Legal argument is presented
DECISION Verdict(s)/ruling(s) of the court is given The significance of the decision(s) for the particular person or persons in the case was explained	**4 3 2 1 0**	**APPLICATION OF LAW TO FACTS** Result is given with reasons provided
COURT REASONINGS Reasoning on main issue or legal principle is well set out Dissenting opinion and reasoning is given, if relevant Major significance of case is discussed, if applicable Precedents were cited/continued/changed/ overturned	**4 3 2 1 0**	**RECOMMENDED ACTION** Action is recommended

DISPUTE RESOLUTION SCORING GUIDE

LGSDISRES

Name of Case: ______________________________

Student Name: ______________________________ Role: ____________________

PREPARATION AND PLANNING	4	3	2	1	0
Defines issues from dispute/trial materials Analyzes issues from dispute/trial materials Develops logical arguments Makes reference to independent legal resources, as appropriate					
CONTENT	4	3	2	1	0
Demonstrates respect for process and participants Demonstrates integrity in use of facts and information Uses details from dispute/trial materials					
PRESENTATION	4	3	2	1	0
Purpose of each question/answer is clear Presents information logically Presents formal address (opening statement, final argument, charge to jury) which has a beginning, middle, and end Follows rules and procedures in accordance with the type of hearing, e.g., criminal – arraignment – direct and cross-examination – submission of exhibits Displays effective non-verbal communication, e.g., eye contact, appropriate gestures Displays acceptable verbal communication, e.g., grammar, pronunciation, technical terms Listens and comprehends witness statements and responds appropriately Listens and comprehends arguments of opposing presenters and responds effectively					

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presentation	4	3	2	1	0	N/A

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

YOU & THE LAW 1 (AS A CONSUMER AND AS A FAMILY MEMBER)

LGS1010–1

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 1 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*

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1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Module Learner Expectation: The student will examine the foundations for these laws

Criteria and Conditions: Assessment of student achievement will be based on preparing a report that describes the background and reason for the existence of one law that has been discussed in class, e.g., the *Unfair Trade Practices Act*, the *Personal Properties Security Act*, the *Matrimonial Properties Act*.

CRITERIA CHECKLIST

The student:

Preparation and Planning

- ☐ sets goals and follows instructions accurately
- ☐ responds to directed questions and follows necessary steps to find answers
- ☐ accesses basic in-school/community information sources
- ☐ interprets and organizes information into a logical sequence
- ☐ records information accurately using correct technical terms
- ☐ uses time effectively

Content

- ☐ discusses changes that have taken place in society which should the need for the law which is being discussed
- ☐ indicates case law and its development, if appropriate
- ☐ discusses the reasons for changes to existing laws or the need to pass new laws in regard to the topic

Content (continued)

- ☐ exhibits awareness and understanding of the issues and presents personal opinion about the reason for the existence of the law chosen to be discussed

Presenting/Reporting

- ☐ demonstrates effective use of one or more communication media:
  e.g., Written: *spelling, punctuation, grammar, format (formal/informal)*
  Oral: *voice projection, body language, appearance*
  Audio-visual: *techniques, tools, clarity*
- ☐ uses correct grammatical convention and technical terms through proofreading/editing
- ☐ provides an introduction that describes the purpose of the project
- ☐ communicates information in a logical sequence
- ☐ states a conclusion based on a summary of facts
- ☐ provides a reference list of three or more basic information sources

TEACHER COMMENTS:

YOU & THE LAW 2 (IN SOCIETY AND IN THE WORKPLACE)

LGS1020–1

CRITERIA	OBSERVATION/RATING
Preparation and Planning	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Presenting/Reporting	4 3 2 1 0 N/A

STANDARD IS 1 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Module Learner Expectation: The student will examine the foundations for these laws

Criteria and Conditions: Assessment of student achievement will be based on preparing a report that describes what led to the development of the *Canadian Charter of Rights and Freedoms.*

CRITERIA CHECKLIST

The student:

Preparation and Planning
☐ sets goals and follows instructions accurately
☐ responds to directed questions and follows necessary steps to find answers
☐ accesses basic in-school/community information sources
☐ interprets and organizes information into a logical sequence
☐ records information accurately using correct technical terms
☐ uses time effectively

Content
☐ discusses changes that have taken place in society in regard to individual rights and freedoms
☐ indicates case law and its development, if appropriate
☐ discusses the need for various sources of protection for individual rights and freedoms
☐ discusses the reasons for changes to existing Canadian laws or the need to pass new laws in order to protect individual rights and freedoms

Content (continued)
☐ exhibits awareness and understanding of the issues and presents personal opinion

Presenting/Reporting
☐ demonstrates effective use of one or more communication media:
  e.g., Written: spelling, punctuation, grammar, format (formal/informal)
  Oral: voice projection, body language, appearance
  Audio-visual: techniques, tools, clarity
☐ uses correct grammatical convention and technical terms through proofreading/editing
☐ provides an introduction that describes the purpose of the project
☐ communicates information in a logical sequence
☐ states a conclusion based on a summary of facts
☐ provides a reference list of three or more basic information sources

TEACHER COMMENTS:

LGS2010–1

FAMILY LAW

CRITERIA	OBSERVATION/RATING
Preparation and Planning	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Presenting/Reporting	4 3 2 1 0 N/A

STANDARD IS 2 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Module Learner Expectation: The student will investigate the laws regarding different types of personal relationships

Criteria and Conditions: Assessment of student achievement will be based on preparing a report that describes a minimum of four changes in the law as a result of changes in personal relationships which have taken place over the last 50 years.

CRITERIA CHECKLIST

The student:

Preparation and Planning

☐ sets goals and describes steps to achieve them
☐ uses personal initiative to formulate questions and find answers
☐ accesses a range of relevant in-school/community resources
☐ interprets, organizes and combines information into a logical sequence
☐ records information accurately with appropriate supporting detail and using correct technical terms
☐ gathers and responds to feedback regarding approach to task and project status

Content

☐ discusses changes in personal relationships over the last 50 years
☐ indicates changes in relevant Canadian cases as a result of the changes in personal relationships
☐ discusses the reasons for changes to Canadian laws with regard to current relationships

Content (continued)

☐ exhibits awareness and understanding of the issues and presents personal opinion

Presenting/Reporting

☐ demonstrates effective use of at least two communication media:
  e.g., ***Written:*** *spelling, punctuation, grammar, format (formal/informal)*
  Oral: *voice projection, body language, appearance*
  Audio-visual: *techniques, tools, clarity*
☐ maintains acceptable grammatical and technical standards through proofreading/editing
☐ provides an introduction that describes the purpose and scope of the project
☐ communicates ideas into a logical sequence supporting detail
☐ states a conclusion by synthesizing the information gathered
☐ provides a reference list that includes five or more relevant information sources

TEACHER COMMENTS:

BEST COPY AVAILABLE

LABOUR LAW

LGS2020–1

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Module Learner Expectation: The student will propose changes in labour legislation

Criteria and Conditions: Assessment of student achievement will be based on preparing a report that proposes possible solutions to a challenging issue in labour law after gathering information about the issue, investigating Canadian law, comparing the legislation with that in other countries, and examining alternatives.

CRITERIA CHECKLIST

The student:

Preparation and Planning
- ☐ sets goals and describes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant in-school/community resources
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ gathers and responds to feedback regarding approach to task and project status

Content
- ☐ presents issue(s) related to the topic
- ☐ investigates Canadian law related to the issue
- ☐ compares legislation with that in other countries, if applicable
- ☐ proposes possible solutions

Content (continued)
- ☐ recommends the change(s) to be made
- ☐ discusses implications of the changes

Presenting/Reporting
- ☐ demonstrates effective use of at least two communication media:
  e.g., ***Written**: spelling, punctuation, grammar, format (formal/informal)*
  ***Oral**: voice projection, body language, appearance*
  ***Audio-visual**: techniques, tools, clarity*
- ☐ maintains acceptable grammatical and technical standards through proofreading/editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence supporting detail
- ☐ states a conclusion by synthesizing the information gathered
- ☐ provides a reference list that includes five or more relevant information sources

TEACHER COMMENTS:

FRAMEWORK FOR ASSESSING AN ENVIRONMENTAL HEARING*

LGS2030–1

Date: ____________________ Student Name: ______________________________

Indicate the level of performance for each section by checking the appropriate level of competency. A minimum requirement for each item is a **standard of 2**.

	RATING				
OPENING REMARKS/PRELIMINARY MATTERS	**4**	**3**	**2**	**1**	**0**
The purpose of the hearing is stated Panel and staff are introduced Participants are registered Note order of registration—applicant is registered first Any procedural, legal or similar matters are considered					
SUBMISSIONS (in registration order, applicant first)	**4**	**3**	**2**	**1**	**0**
For each submission: Documents are registered as exhibits Witnesses are introduced and credentials presented Submission is highlighted by the witnesses Appropriate use of white space Page headings Line spacing Document free of smudges and wrinkles					
CONTENT	**4**	**3**	**2**	**1**	**0**
Opportunity is identified Opportunity is assessed (rationale) Idea is formulated based on the identified opportunity Idea is assessed based on specified criteria Overall goal and objectives of the venture are identified Implementation and management strategy is organized Risks involved are assessed Finances and funding information are prepared Back-up strategy is developed Opportunity costs are considered					
TEACHER COMMENTS:					

Module Learner Expectation: The student will outline procedures for a formal hearing

Criteria and Conditions: Assessment of student achievement will be based on planning and conducting a formal hearing related to a current environmental issue

CRITERIA	OBSERVATION/RATING
Opening Remarks/ Preliminary matters	4 3 2 1 0 N/A
Submissions	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

* Adapted from ERCB Guide 29

ENVIRONMENTAL LAW

LGS2030–2

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE AREA

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Module Learner Expectation: The student will propose new legislation or changes to existing legislation

Criteria and Conditions: Assessment of student achievement will be based on preparing a report on an environmental issue, which includes a review of current provincial and/or federal legislation; examines alternate legal options; proposes a possible solution(s) and suggests possible implications.

CRITERIA CHECKLIST

The student:

Preparation and Planning

- ☐ sets goals and describes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant in-school/community resources
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ gathers and responds to feedback regarding approach to task and project status

Content

- ☐ identifies an environmental issue
- ☐ reviews current provincial and/or federal legislation relating to the environmental issue
- ☐ presents a minimum of three potential solutions for resolving the issue

Content (continued)

- ☐ selects most promising solution in regard to the role the law can play
- ☐ justifies selection and suggest possible implications

Presenting/Reporting

- ☐ demonstrates effective use of at least two communication media:
  e.g., *Written*: *spelling, punctuation, grammar, format (formal/informal)*
  Oral: *voice projection, body language, appearance*
  Audio-visual: *techniques, tools, clarity*
- ☐ maintains acceptable grammatical and technical standards through proofreading/editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence supporting detail
- ☐ states a conclusion by synthesizing the information gathered
- ☐ provides a reference list that includes five or more relevant information sources

TEACHER COMMENTS:

PRESENTATIONS/REPORTS: LAW & THE TRAVELLER

LGS2050–1

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presentation	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale: (italics are optional)

The student

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Module Learner Expectation: The student will identify and describe the legal considerations when individuals travel domestically and internationally

Criteria and Conditions: Assessment of student achievement will be based on appropriately analyzing case studies/scenarios that involve the legal responsibilities of carriers, innkeepers, travel agencies and others within Canada who provide services for the traveller.

CRITERIA CHECKLIST

The student:

Preparation and Planning

- ☐ sets goals and describes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ assesses and refines approach to task and project status based on feedback and reflection

Content

- ☐ identifies the various documents needed to travel outside of Canada and required to enter and travel within the foreign country/countries
- ☐ identifies legal problems and the customs travellers may encounter in foreign countries and provides possible solutions
- ☐ investigates the penalties and limitations that exist in regard to purchases made outside of Canada

Content (continued)

- ☐ identifies local customs and attitudes toward women, if appropriate
- ☐ discusses how culture may influence the laws in the country you are planning to visit
- ☐ identifies any problems for a traveller which may result from Canada's relationship with that country

Presentation

- ☐ demonstrates effective use of a variety of communication media:
  e.g., __Written__: spelling, punctuation, grammar, format (formal/informal, technical/literary)
  __Oral__: voice projection, body language, appearance, enthusiasm, evidence of prior practice
  __Audio-visual__: techniques, tools, clarity, speed and pacing
- ☐ maintains acceptable grammatical and technical standards through proofreading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ states a conclusion by analyzing and synthesizing the information gathered
- ☐ gives evidence of adequate research through a reference list that includes relevant information sources

TEACHER COMMENTS:

Lasby v. **Royal City Chrysler Plymouth***
59 O.R. (2d) 323
Also reported at 37 D.L.R. (4th) 243

ONTARIO
HIGH COURT OF JUSTICE
DIVISIONAL COURT
SAUNDERS, HOLLINGWORTH AND SUTHERLAND JJ.
18TH FEBRUARY 1987

*Leave to appeal to the Ontario Court of Appeal was refused (Blair, Goodman and Cory JJ.A.) April 17, 1987.

Consumer protection—Trade practices legislation—Rescission available for misrepresentation unless restitution impossible—Seller of automobile refusing buyer's demand for rescission—Buyer retaining car for 22 months and driving it 40,000 kilometres—Rescission not impossible—Business Practices Act, R.S.O. 1980, c. 55, s. 4 (1) (b).

The plaintiff bought a used car after material misrepresentations were made to her by the seller. On discovering the true facts, she demanded her money back, but the seller refused. She brought an action claiming rescission under the Business Practices Act, R.S.O. 1980, c. 55, and by the time it came to trial she had had the car for 22 months in which time it had been driven 40,000 kilometres. Section 4 (1) (b) of the Business Practices Act provides that "where rescission is not possible because restitution is no longer possible" the court may award damages. The defendant argued that rescission should be denied because restitution was no longer possible. At trial the judge held that the plaintiff was entitled to rescission and to the return of the purchase price without interest; the plaintiff's rights should not be defeated by a wrongful refusal by the seller to rescind. On appeal to the Divisional Court, held, dismissing the appeal, the disposition made by the trial judge, though favourable to the plaintiff, was not unreasonable, and should be supported.

Cases referred to

Addison v. Ottawa Auto & Taxi Co. (1913), 30 O.L.R. 51, 16 D.L.R. 318; affg O.L.R. loc. cit., p. 52, D.L.R. loc. cit., p. 319; F. & B. Transport Ltd. v. White Trucks Sales Manitoba Ltd. (1964), 47 D.L.R. (2d) 419; affd 49 D.L.R. (2d) 670, 51 W.W.R. 124

APPEAL from a judgment of McNeely D.C.J. in favour of the plaintiff in an action for rescission of a contract for the sale of a car.

James W. Sloan, for appellant.
M. Donald Mitchell, for respondent.

The judgment appealed from is as follows

October 31, 1985.

MCNEELY D.C.J.:—The plaintiff claims a declaration that a contract for the purchase of a used 1983 Dodge 600 from the defendant has been rescinded and damages in the amount of $10,906.25. The basis of her claim is that when she purchased the car in December, 1983, she did so only because of false and deceptive representations as to the car made to her by the plaintiff's salesman.

The plaintiff is a 50-year-old factory worker with a grade 8 education. Her husband is 76 years old and his only income is from his pension and Old Age Security. In the fall of 1983, the plaintiff was driving a 1976 Valiant with about 100,000 miles on it and was toying with the idea of replacing it. With her husband she visited the defendant's car lot and met salesman Bill MacDonald. They told him they were thinking of another car and wanted another six-cylinder car. He asked whether they would be interested in a K car and they said no. They found nothing that interested them and left.

Later in the fall salesman MacDonald telephoned to say that he had a nice car for them. The plaintiff's husband went to the lot and found that the car was a K car. He was not interested. On December 6, 1983, salesman MacDonald telephoned again. He told Mrs. Lasby that he had a good used car, an executive–driven six-cylinder with not too many miles. Mrs. Lasby and her husband went to the car lot.

They were shown a gray Plymouth with a 2.6 litre engine and test-drove this car. Mr. MacDonald who was well aware that they wanted a six-cylinder engine and were concerned about engine size, told them that they would notice that the car did not have as much power as their Valiant but that it was equal to the Valiant because the Caravelle was a lighter car. The test drive was satisfactory and according to Mrs. Lasby they "dickered on it" but Mrs. Lasby finally decided not to purchase because of the colour of the car which she did not like.

Mr. MacDonald then said he had another car which was being worked on and which was identical to the Caravelle except for the name. It was the 1983 brown Dodge 600 which the plaintiff eventually purchased. The question of a test drive was raised and salesman MacDonald told them there was no point in test-driving the Dodge because the car was the same as the Caravelle they had already test-driven. He said the engine was the same engine as in the Chrysler New Yorker which was on the showroom floor. Mrs. Lasby said that Mr. MacDonald convinced her the car was a good buy. She said she felt that if the engine was the same as that in the New Yorker which she considered their top car, she would buy. She says she would not have bought if she had known that the car was a leased car and had a four-cylinder engine. The 1983 Dodge which the plaintiff purchased had, in fact, a four-cylinder, 2.2 litre engine and was not an executive car. Both the Caravelle which she had driven and the New Yorker on the salesroom floor, had 2.6 litre engines.

The day following the purchase the plaintiff's husband lifted the hood of the car and noticed that there was only four spark plugs and that the engine was a four-cylinder engine. The plaintiff telephoned salesman MacDonald because she believed she had purchased a six-cylinder engine. Mr. MacDonald told her that Chrysler did not make six-cylinder engines and that the four-cylinder engine in the Dodge was the biggest four-cylinder engine made. Mrs. Lasby did not pursue the matter further. Three months later she had a problem with the car and took it to her mechanic. She mentioned that she had a "big engine" but the mechanic upon opening the hood told her that she had the small 2.2 litre engine rather than the larger 2.6 litre engine, which salesman MacDonald told her was in the car.

Mrs. Lasby again telephone salesman MacDonald. He assured her again that she had the bigger engine. She drove to the defendant's place of business with her friend Mrs. Teeter and told MacDonald that she wanted what she had paid for. He asked if she wanted her money back. She said yes. He told her she would have to see the sales manager. She and Mrs. Teeter saw the sales manager and the sales manager advised her that she had bought a used car and "that was it." Her lawyer then wrote to the defendant enclosing an election signed by Mrs. Lasby rescinding the contract. The defendant refused to take the car back and refused to return Mrs. Lasby's purchase money. Without the refund of the purchase money the plaintiff was not able to buy another car. Financial necessity compelled her to continue to drive the car until trial.

The choice between the evidence of the plaintiff and her witness Mrs. Teeter as to what went on, and the evidence of Mr. MacDonald and the sales manager Mr. Dom must be made on the basis of credibility. According to Mr. MacDonald, he never told Mrs. Lasby that she had a six-cylinder car; he never told her that the car was an executive car, but rather told her that it was one of a number of cars which had been bought at an auction. He said he explained that the car only had the balance of a two-year warranty because only executive-driven cars have a five-year warranty. He said he pointed out this warranty clause in the contract on December 6th although an examination of the document which was in existence on that date shows that the clause was not included in it. It appears only in a rewritten copy of the contract made at a latter date.

Mr. MacDonald denied that he ever said the engine in the Dodge 600 was identical to the engine in the Caravelle and the New Yorker. On virtually every factual issue of consequence he denied making the statements relied on by Mrs. Lasby and with respect to some of the matters he says that he in fact told her the exact opposite. I believe that Mrs. Lasby, supported as to part of her evidence by the witness Mrs. Teeter, is a truthful and accurate witness and I accept her evidence in preference to that of Mr. MacDonald on all essential matters.

I find as a fact that Mrs. Lasby purchased the car only because of the following representations made by the salesman MacDonald, which representations were false and were known to be false by him when they were made:

(1) that the engine was identical with the engine of the Caravelle and the New Yorker, both of which had a 2.6 litre engine;

(2) that the car was an executive-driven car and carried the balance of a five-year warranty.

I find further that the representations were made by Mr. MacDonald for the purpose of having Mrs. Lasby rely on them in purchasing the car and that she did purchase the car as a result of the said representations and would not have purchased the car had the representations not been made.

Deceived as the plaintiff was, the evidence at trial discloses that the car she purchased was a good, reliable used car. It did not have the large 2.6 litre engine and did not have the balance of a five-year warranty which an executive car would have had. The plaintiff found that the car "lacked guts" in comparison with her 1976 Valiant but the evidence at trial suggests that the performance characteristics of cars with the 2.2 and 2.6 litre engine do not differ greatly. The plaintiff has had a relatively trouble-free experience with the car since she acquired it in December, 1983. She has had the car for some 22 months and in that period has driven it some 40,000 kilometres.

But the plaintiff is not content. She bought the car only because of the deception practised on her. She did not want and would not have bought a car with a smaller engine and without the warranty which she was told the car had. It is of no consequence to her that other people think the 2.2 litre engine is a good or almost as good as the 2.6 litre engine. Other people were not buying a car. Mrs. Lasby was. As Boyd said of the lady who purchased a car that was represented as new only to find that it was second-hand in Addison v. Ottawa Auto & Taxi Co. (1913), 30 O.L.R. at p. 52, 16 D.L.R. at p. 319 (at p. 54 O.L.R., p. 321 D.L.R.):

> . . . the witnesses say that it was made as good as new. Well, she was the person to judge whether that was so or not, having been told these facts. She did not want something as good as new; she wanted a new machine. She did not want an equivalent for the machine she was getting; she wanted one that was quite absolutely new, did not want something that was equivalent to a new one.

The plaintiff in the present case on learning that she had been deceived into buying a car which she never would have bought rescinded. She did so pursuant to the Business Practices Act, R.S.O. 1980, c. 55. Section 4 of this Act reads as follows:

4(1) Subject to subsection (2), any agreement, whether oral or implied, entered into by a consumer after a consumer representation that is an unfair practice and that induced the consumer to enter into the agreement,

(a) may be rescinded by the consumer and the consumer is entitled to any remedy therefor that is by law available, including damages; or

(b) where rescission is not possible because restitution is no longer possible, or because rescission would deprive a third party of a right in the subject-matter of the agreement that he has acquired in good faith and for value, the consumer is entitled to recover the amount by which the amount paid under the agreement exceeds the fair value of the goods or services received under the agreement or damages, or both.

(2) Where the unfair practice referred to in subsection (i) comes within clause 2 (b) the court may award exemplary or punitive damages.

It is to be noted that the Act confers a right to rescind on the consumer. The consumer need not commence an action for rescission or indeed any action at all. Section 4 (5) states that:

4 (5) A remedy conferred by subsection (1) may be claimed by the giving of notice of the claim by the consumer in writing to each other party to the agreement within six months after the agreement is entered into.

The plaintiff in the present case gave such notice in writing on April 25, 1984, within the six-month period.

The nature of the remedy of rescission is that the contract is cancelled and the parties are restored to the position they occupied before the contract. But it is not necessary that the restitution of the parties be complete or exact. In F. & B. Transport Ltd. v. White Trucks Sales Manitoba Ltd. (1964), 47 D.L.R. (2d) 419, a plaintiff purchased a 1956 truck from a dealer who fraudulently represented it as a 1958 model. The purchaser used it for nine months and drove it some 30,000 to 40,000 miles before discovering the fraud and suing for rescission. Dickson J. of the Manitoba Court of Queen's Bench, as he then was, confirmed the plaintiff's right to rescission, directed the defendants return the purchase money plus financing charges and repair costs, less an amount which he assessed for the use of the truck by the plaintiff in the interval before trial. In Addison v. Ottawa Auto & Taxi Co. the lady who purchased the car that was represented as being new when it was, in fact, only "as good as new" was found entitled to rescind despite having driven the car in the interval before trial. Chief Justice Meredith speaking for the Appellate Division of the Ontario Supreme Court in affirming the decision of Boyd C. [O.L.R. loc. cit., p. 51, D.L.R. loc., p. 318], in that case provides a useful insight as to why anything like exact restitution is no longer required before rescission is granted. He said [at pp. 58-9 O.L.R., p. 324 D.L.R.]:

The cases cited by Mr. Henderson on this branch of the case have, in my opinion, no application now that both law and equity are administered in the Court and the rules of equity prevail. The reasons for the decisions in the cases cited are pointed out by Lord Blackburn in Erlanger v. New Sombrero Phosphate Co. (1878), 3 App. Cas. 1218, 1278-9, where he says: "It would be obviously unjust that a person who has been in possession of property under the contract which he seeks to repudiate should be allowed to throw that back on the other party's hands without accounting for any benefit he may have derived from the use of the property, or if the property, though not destroyed, has been in the interval deteriorated, without making compensation for that deterioration. But as a Court of Law has no machinery at its command for taking an account of such matters, the defrauded party, if he sought his remedy at law, must in such cases keep the property and sue in an action for deceit, in which the jury, if properly directed, can do complete justice by giving as damages a full indemnity for all that the party has lost: see Clarke v. Dickson, E.B. & E. 148, and the cases there cited. But a Court of Equity could not give damages, and, unless it can rescind the contract, can give no relief. And, on the other hand, it can take accounts of profits, and make allowance for deterioration. And I think the practice has always been for a Court of Equity to give this relief whenever, by the exercise of its powers, it can do what is practically just, though it cannot restore the parties precisely to the state that they were in before the contract."

In Lagunas Nitrate Co. v. Lagunas Syndicate, [1899] 2 Ch. 392, 456-7, Rigby, L.J., referring to this statement of the law with approval, says (p. 457): "The obligation of the vendors to take back the property in a deteriorated condition is not imposed by way of punishment for wrongdoing, whether fraudulent or not, but because on equitable principles it is thought more fair that they should be compelled to accept compensation than that they should go off with the full profit of their wrongdoing. Properly speaking, it is not now in the discretion of the Court to say whether compensation ought to be taken or not. If substantially compensation can be made, rescission with compensation is ex debito justitiae."

The right of the plaintiff to rescission referred to as "ex debito justitiae" if substantially compensation can be made is now further strengthened by the express statutory provisions of the Business Practices Act.

On occasion courts have been reluctant to recognize rescission as a remedy available to the purchaser who has continued to use the car after a vendor's failure to acknowledge his right of rescission: see Hillis v. Ross Wemp Motors Ltd. et al. (1984), 47 O.R. (2d) 445). There are, however, cogent reasons why the purchaser's right of rescission should be recognized and enforced by the courts in cases such as the present where financial necessity obliges the purchaser to continue use of the vehicle in the face of the defendant's wrongful refusal to acknowledge the rescission and return the purchase price. The statute intends to confer on the purchaser an effective remedy which the purchaser himself can exercise. Rescission would be an oddly ineffective and meaningless remedy if the vendor by a wrongful refusal to accept rescission could deprive the plaintiff of the remedy and invoke the aid of the courts to hold the purchaser to a contract obtained by means of the very unfair and unconscionable business practices which the legislation was intended to prevent. A refusal by the courts to recognize and enforce a purchaser's right of rescission would encourage vendors to wrongfully resist legitimate acts of rescission in hopes that the alternative remedies set out under s. 4 (b) would be less onerous on them as they would be in many cases. It seems to me that an interpretation of the Act which gives meaning and effectiveness to the remedy conferred by the statute and which thereby encourages prompt resolution by the parties themselves without the necessity of recourse to the courts is to be preferred to a view of the law which works to the opposite effect.

Accordingly, there will be a declaration that the contract was properly rescinded by the purchaser in accordance with the Business Practices Act as of April 25, 1984. The purchaser shall have judgment against the defendant for $10,512.25 being a refund of the purchase price including sales tax and transfer fee. The plaintiff upon receiving the said refund shall deliver up the car to the defendant. The plaintiff shall have her costs of this action against the defendant. There will be no prejudgment interest.

The defendant has had use of the plaintiff's money since December of 1983, and the plaintiff has had the use of the car, such use having been forced on her by the refusal of the defendant to recognize her rescission of the contract and return the purchase price. In the circumstances I am satisfied, as was the court in Addison v. Ottawa Auto & Taxi Co., that no further adjustment is needed to satisfy the requirements of equity, particularly in view of the fact the defendant is in the business of obtaining and selling used cars and can readily resell the car when it regains possession of it.

Had I arrived at the conclusion that rescission was not a remedy available to the purchaser, I should in that event have awarded substantial exemplary damages in addition to the other damages to which the plaintiff would have been entitled.

[An appeal to the Ontario Divisional Court was endorsed on the appeal record as follows:]

February 18, 1987.

We are not persuaded that the findings of liability should be disturbed. There was evidence to support the conclusion of the learned trial judge that misrepresentations were made by the defendant entitling the plaintiff to the remedy of rescission.

Faced with the circumstances before him, the learned trial judge fashioned a solution, which, although on balance might have favoured the plaintiff, was not, in our view, unreasonable in the context of the situation which he was called upon to resolve.

The appeal is dismissed with costs.

Appeal dismissed.

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CONSUMER & PROPERTY LAW SAMPLE CASE STUDY ANALYSIS

LGS3010–2

(Using Tool LGSCSTDY)

CASE IDENTIFICATION

Case Name: Lasby v. Royal City Chrysler Plymouth
Parties Involved and Their Roles: Mrs. Lasby, Plaintiff; Royal City Chrysler Plymouth, defendant
Court that Ruled on Case: High Court of Ontario
Decision Date: 1987

FACTS

Who Did What to Whom: Lasby the plaintiff sued the car dealer, Royal City Chrysler Plymouth.
Where: Ontario
When: 1983
Plaintiff Facts:

- wanted a six-cylinder engine
- was told it was an executive-driven car
- was told she had the balance of a five-year warranty
- was told vehicle was identical to the one test-driven and that she did not need to test-drive the one she bought
- found out it was the wrong size engine (four-cylinder and not a six-cylinder)
- found that it was a 2.2-litre engine and not a 2.6-litre

Defendant Facts:

- plaintiff knew what she was buying
- should only get a portion—the difference between the cost of a 4-cylinder and a 6-cylinder model
- only entitled to a money credit
- went past the 6-month deadline

LEGAL ISSUES

Legal Issues or Principles in Initial Trial Are Presented: *Ontario Business Practices Act*

Decision based on the fact that the notice had been given within the six-month period. To rescind the contract, she had to notify (or write) to the defendant within six months of the transaction that she wished to rescind the contract. The *Ontario Business Practices Act* lists three remedies for consumer complaints and one of them is to give a six month notice.

LEGAL ARGUMENTS

Plaintiff:

- defendant induced plaintiff into the agreement and therefore rescission is appropriate

Defendant:

- rescission isn't possible—six months deadline was exceeded

Grounds for Appeal: n/a

DECISION

Verdict/Ruling of the Court is Given: Decision is for plaintiff

Significance of the decision for the particular person in the case was explained. She would receive her full purchase price back even though she had possession of the vehicle for a longer period than six months and can now buy the car she wants.

COURT REASONINGS

Reasoning on Main Issue or Legal Principle: The court found that misrepresentation took place based on engine size and the fact that the car was leased and not an executive-driven vehicle. There was also not any warranty. The court felt she was entitled to compensation, even though the restitution was not exact. In other words, since she had the car for 22 months, the parties could not be restored exactly to their same condition as before. The defendants would receive back a car that was 22 months older and she would get back her original purchase price since she used the car out of necessity.

Dissenting Opinion and Reasoning Given: n/a

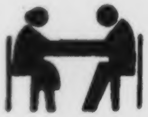
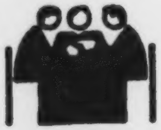
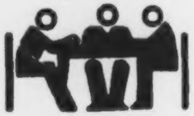
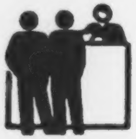
Major Significance of Case Is Discussed: Unfair business practice as stated under the *Ontario Business Practices Act*. Plaintiff was induced to enter into an agreement.

Legal Standard On the Issue Was Established/Settled/Developed: established that consumers are protected by law from being misrepresented/misinformed by a seller

Precedents Were Cited/Continued/Changed/Overturned: n/a

DISPUTE RESOLUTION FRAMEWORK **LGS3020–1**

The Four 'Tions

	NEGOTIATION	MEDIATION	ARBITRATION	LITIGATION
1. HOW IT HAPPENS	– By agreement – By contract	– By agreement – By contract	– By agreement – By contract – By legislation	– Either party may initiate – By agreement
2. WHO IS INVOLVED	 – 2 parties communicate with each other and make decisions.	 Third party neutral acts as communicator and facilitator as parties make decisions themselves.	 Third party neutral acts as decision maker.	 Judge acts as decision maker.
3. HOW DOES THE PROCESS WORK	– 2 parties determine the process	Third party neutral takes the parties through stages: 1) Opening statements, 2) Defining the issues, 3) Developing understanding of issues, 4) Developing solution.	Arbitrator receives statement of issues from both parties. In hearings, takes parties through stages: 1) Opening statements, 2) Argument/evidence, 3) Examination in chief, 4) Cross examination, 5) Summation. (Unless parties agree to a less formal process.)	Judge takes parties through stages: 1) Opening statements, 2) Argument/evidence 3) Examination in chief 4) Cross examination 5) Summation.
4. OUTCOME	Contract which is final and binding	An agreement to which the parties are morally committed.	A decision by the arbitrator which is final and binding.	A decision by the Judge which is final and binding.

(Alberta Arbitration and Mediation Society)

DISPUTE RESOLUTION SAMPLE SCENARIOS

LGS3020–2

Module Learner Expectation: The student will differentiate between traditional and alternative dispute resolution methods

Criteria and Conditions: Assessment of student achievement will be based on given cases/scenarios related to dispute, identifying the most appropriate method(s) used by the parties to resolve the dispute; discussing benefits and limitations of the method(s) chosen; suggesting alternative ways of handling the dispute, if appropriate.

Note: Use Tool LGS3020-1 to assess student's competency.

Case/Scenario	Method of Resolution	Advantage(s)	Disadvantage(s)	Alternate Method	Advantage	Disadvantage	Conclusions
Worker fired for refusing to work under unsafe conditions	Negotiate with the employer	Quick resolution	No Solution	Labour Standards Hearing held. Arbitrator appointed and renders a decision binding upon both sides	1. Possible re-instatement after working conditions improved 2. Compensated but not re-hired 3. Compensated and re-hired 4. Cheaper than suing	Decision binding even if not in your favour	Check the working conditions before you start work
Sexual harassment in the workplace	Go to person in authority to act as mediator	Quick	May not be believed. May result in being fired, embarrassed	Adjudication (litigation) - 1. Go to police 2. Go to lawyer 3. Take it to Human Rights Commission	The case will be taken seriously Harassment may stop	1. The amount of time and money involved 2. Being a witness is distressing	There is no satisfactory conclusion but it might bring closure

Thornton et al v. Board of School Trustees of School District No. 57 (Prince George) et al (1978), Supreme Court of Canada 83 D.L.R. (3d) 480

Thornton et al. v. BOARD OF SCHOOL TRUSTEES OF SCHOOL DISTRICT No. 57 (PRINCE GEORGE) et al.

73 D.L.R. (3d) 35

British Columbia Court of Appeal, Branca,
Taggart and Carrothers, JJ.A.
July 22, 1976.

Negligence—Standard of care—Physical education instructor—Student injured while performing gymnastics—Equipment set up in dangerous way—No instructions given—Supervision casual—Whether instructor negligent.

Schools—Liability of school board—Student injured while performing gymnastics—Equipment set up in dangerous way—No instructions given—Supervision casual—Whether physical education instructor negligent.

The respondent, 15 years old, was rendered irreparably a quadriplegic when during a class in gymnastics at his school he jumped from a vaulting horse on to a springboard, vaulted forward into the air gyrating slowly head over heals in an attempted somersault, overshot the thick landing mats and landed on his head on a thin mat at the far end of the landing pit. The trial Judge found the accident to be the result of negligence on the part of appellant physical education instructor for whose negligence the appellant school board was held responsible. The trial Judge held that contributory negligence on the part of the respondent had not been established. On appeal by the instructor and the school board as to their liability and the respondent's contributory negligence, held, the appeal should be dismissed.

There is an inherent, foreseeable risk in gymnastics, particularly in performing aerial front somersaults off a springboard. Both the school authorities and the respondent were aware of it. Although respondent participated in the gymnastics group and in this particular exercise of his own free will, he did not assume the risk to the absolution of the school authorities nor were the school authorities relieved of their common law duty to take care of this pupil in the manner of a reasonable and careful parent, taking into account the judicial modification to allow for the larger-than-family size of the physical education class and the supraparental expertise demanded of a gymnastics instructor. It is not negligence or breach of the duty of care on the part of the school authorities to permit a pupil to undertake to perform an aerial front somersault off a springboard: (a) if it is suitable to his age and condition (mental and physical); (b) if he is progressively trained and coached to do it properly and avoid the danger; (c) if the equipment is adequate and suitably arranged; and (d) if the performance, having regard to its inherently dangerous nature, is properly supervised. However, although the equipment was in good condition and reasonably satisfactory for use in high school gymnastics, the "configuration," i.e., the use of the vaulting horse to avoid the run up, to gain height when flexing off the springboard to give more time in the air to complete the somersault and land safely, was dangerous. The instructor should have given the respondent and the other boys instruction on the use of the "configuration," which they had never used before. In addition, the performance was not properly supervised. As part of the training programme the boys were encouraged to use their own initiative in a responsible fashion. They obtained permission to attempt this particular exercise and to set up the equipment in this particular manner. They did some practice jumps (feet first) to get the feel of the equipment and to make sure that the landing pit was correctly positioned. But apart from consenting to what the boys were about, on the day in question, the instructor was busy doing paper work at the nearby desk and gave no instructions or cautions, no training, no demonstration and no immediate supervision. The emphasis on individual responsibility and initiative displaced instruction and supervision.

[Winnipeg Electric Co. v. Schwartz (1913), 16 D.L.R. 681, 49 S.C.R. 80, 5 W.W.R. 1298, 17 C.R.C. 1; Butterworth et al. v. Collegiate Institute Board of Ottawa, [1940] 3 D.L.R. 466, [1940] O.W.N. 332; Murray et al. v. Board of Education of City of Belleville, [1943] 1 D.L.R. 494, [1943] O.W.N. 44; Gard v. Board of School Trustees of Duncan, [1946] 2 D.L.R. 441, [1946] 1 W.W.R. 305, 62 B.C.R. 323; McKay et al. v. Board of Govan School Unit No. 29 of Saskatchewan et al. (1968), 68 D.L.R. (2d) 519, [1968] S.C.R. 589, 64 W.W.R. 301, refd to]

Damages—Personal injuries—Quadriplegic—Cost of future care—Standard of care to be used as basis for determining damages—Ideal level of care in own home—Much more expensive than care in auxiliary hospital—Fairness to both plaintiff and defendant dictating reasonable approach in fixing amount of compensation.

[Andrews et al. v. Grand & Toy Alberta Ltd. et. al (1975), 64 D.L.R. (3d) 663, [1976] 2 W.W.R. 385; varg 54 D.L.R. (3d) 85, [1974] 5 W.W.R. 675, refd to]

Damages—Personal injuries—Pecuniary damages—Cost of future care and loss of future income—Inappropriateness of once-for-all award.

[Taylor v. Bristol Omnibus Co. Ltd. et. al., [1975] 2 All E.R. 1107, refd to]

Damages—Personal injuries—Special damages—Plaintiff becoming quadriplegic as result of defendant's negligence—Mother providing plaintiff with nursing and orderly services—Plaintiff entitled to appropriate amount to compensate mother for services rendered—Plaintiff holding amount ($1.5 million awarded) as trustee for mother.

[Cunningham v. Harrison et al., [1973] 3 W.L.R. 97; Donnelly v. Joyce, [1973] 3 W.L.R. 514, refd to]

APPEAL (British Columbia Court of Appeal) by the defendants from a judgment of Andrews, J., 57 D.L.R. (3d) 438, [1975] 3 W.W.R. 622, in favour of plaintiffs in an action for damages for personal injuries (reduced the reward to $600,000); CROSS-APPEAL by plaintiffs to Supreme court of Canada from certain aspects of the assessment of damages.

C.C.I. Merritt, Q.C., R.B. Wallace and B.M. McLachlin, for appellants.

Ronald G. Cummings and Donald J. Andrews, for respondents. (Final award of $810,000 was made by the Supreme Court of Canada.)

CASE IDENTIFICATION

Case Name: Thornton et al v. Board of School Trustees of School District No. 57 (Prince George) et al
Parties Involved and Their Roles: Gary Thornton's parents brought the action against the defendants, Board of School Trustees of School District (No. 57) and the teacher, David Edamura because Gary was a minor
Court that Ruled on Case: B.C. Supreme Court, January 1975
Appeal Court of British Columbia July 1976
Appeal Court of Canada made final award January 1978.

FACTS

Gary Thornton was on a springboard in the gym at Prince George High School. On a school day in 1971, he was using equipment whose arrangement was agreed to by the teacher, David Edamura. The teacher was not in a location to directly supervise the students using the equipment.

At the time of the accident to Gary mats had been installed because of an accident by a previous student. Gary performed a maneuver and overshot the thick landing mats and landed on his head on the thin foam mats. After being taken to hospital he was found to have a fracture of the spinal cord which left him almost completely paralyzed in all four limbs, a quadriplegic. He had minimal use of his hands and some use of his arms up to his shoulder, but he would require constant care for the rest of his life. His life expectancy was 54 years. While he was physically handicapped, his mental faculties were unimpaired.

LEGAL ISSUES

Gary's parents claimed damages on behalf of Gary on the grounds the school authorities were negligent (breached the duty of care). The decision was appealed to the B.C. Court of Appeal by the school board on the grounds that there was contributing negligence by Gary. This was followed by an appeal to the Supreme Court of Canada by the Thorntons that the award for damages was too low.

DECISIONS

Supreme Court of B.C. decision was that Edamura and the school authorities were negligent. Damages were awarded to Thornton in the amount of 1.5 million dollars. Appeal Court of B.C. agreed that Edamura and the school board were negligent, but reduced the award to $600 000.

Supreme Court of Canada increased the final award to $810 000.

COURT REASONINGS

The significance of the decision by the B.C. Supreme Court was that the defendants were negligent and damages were awarded on the basis that the duty of care had been breached. The configuration of the equipment was dangerous. The instructor should have given the respondent instruction on the use of the "configuration" which he had never used before. In addition the performance was not properly supervised.

The finding of negligence indicates that the plaintiff, Gary, was owed a duty of care by the teacher, Edamura, an employee of the School Board and by the School Board itself. That the duty of care was broken and that Gary suffered injury as a result. If negligence is found then damages are awarded. In this case damages, non-pecuniary and specific damages were awarded.

The cases of Teno and Andrews were cited by the Appeal Court of British Columbia when the non-pecuniary damages were reduced.

Major significance of the case would be that teachers owe a duty of care to provide safe conditions with appropriate instructions and supervision.

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presentation	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale: (italics are optional)

The student

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Module Learner Expectation: The student will examine the legal considerations involved in operating a small business

Criteria and Conditions: Assessment of student achievement will be based on acting as a consultant and providing advice to a client on the legal issues involved in starting, operating and ending his/her association with a small business.

CRITERIA CHECKLIST

The student:

Preparation and Planning

☐ sets goals and describes steps to achieve them
☐ uses personal initiative to formulate questions and find answers
☐ accesses a range of relevant information sources and recognizes when additional information is required
☐ interprets, organizes and combines information in creative and thoughtful ways
☐ records information accurately using appropriate technical terms and supporting detail
☐ plans and uses time effectively, prioritizing tasks on a consistent basis
☐ assesses and refines approach to task and project status based on feedback and reflection

Content

☐ examines the legal considerations involved in starting, operating and ending a small business

Includes the following information about:

1. starting a business:
   - the types of business organization and the legal advantages and disadvantages of each type
   - ways to protect your product, service or new idea, name
   - using space in the home, leasing or buying premises
   - the various methods of financing a business
2. operating a small business
   - listing the legal implications of the employee/employer relationship
   - the various legal requirements, e.g., licencing, permits
   - legislation related to the sale of goods and services
   - methods of reporting, keeping records, and taxation procedures of a small business
3. failure of or ending a business:
   - dissolving a business
   - transferring ownership
   - bankruptcy

Presentation

☐ demonstrates effective use of a variety of communication media:
e.g., *Written: spelling, punctuation, grammar, format (formal/informal, technical/literary)*
Oral: voice projection, body language, appearance, enthusiasm, evidence of prior practice
Audio-visual: techniques, tools, clarity, speed and pacing
☐ maintains acceptable grammatical and technical standards through proofreading and editing
☐ provides an introduction that describes the purpose and scope of the project
☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
☐ states a conclusion by analyzing and synthesizing the information gathered
☐ gives evidence of adequate research through a reference list that includes seven or more relevant information sources

COMMENTS

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CONTROVERSY & CHANGE

LGS3060–1

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Analyzing Issues	4	3	2	1	0	N/A
Evaluating Choices/ Making Decisions	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale: (italics are optional)

The student

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Module Learner Expectation: The student will describe how different views of people are expressed in controversial issues which may have legal implications

Criteria and Conditions: Assessment of student achievement will be based on preparing a research document on a controversial issue which describes different views of people but stating a position on the legal issue(s) and the reasons for adopting that position.

CRITERIA CHECKLIST

The student:

Preparation and Planning
- ☐ accurately describes an issue on which people disagree, explaining specific causes
- ☐ creates and adheres to detailed timelines
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ accesses a range of relevant information sources and recognizes when additional information is required

Analyzing Issues
- ☐ poses thoughtful questions regarding the controversial issues
- ☐ states opposing positions on the issue and thoughtful reasons for adopting each position
- ☐ determines legal elements of the issue e.g., historical perspective, current legislation
- ☐ states a position on the legal issue(s) and insightful reasons for adopting that position
- ☐ recognizes underlying bias/assumptions/values in information and ideas

Evaluating Choices/Making Decisions
- ☐ describes in detail important and appropriate legal alternatives regarding the issue
- ☐ selects an appropriate and useful legal alternative by showing differences among choices
- ☐ proposes form of legislation and assesses strengths/weaknesses of decisions by considering consequences and implications
- ☐ communicates thoughts/feelings/ideas clearly to justify choices/decisions made
- ☐ predicts the possible outcome(s) of the proposed legislation

Information Sharing
- ☐ demonstrates effective use of a variety of communication media: e.g., written, oral, audio-visual
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ maintains acceptable grammatical and technical standards
- ☐ gives evidence of adequate information gathering by citing relevant information sources

COMMENTS

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale: (*italics* are optional)

The student

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*

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1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Module Learner Expectation: The student will describe the various methods used to bring about changes in the law.

Criteria and Conditions: Assessment of student achievement will be based on preparing an article that describes an event (real or fictional) in which people use various methods; e.g., lobbying, advocacy groups, public protests, court challenges, administrative appeals and petitions to bring about changes in the law.

CRITERIA CHECKLIST

The student:

Preparation and Planning

☐ sets goals and describes steps to achieve them
☐ uses personal initiative to formulate questions and find answers
☐ accesses a range of relevant information sources and recognizes when additional information is required
☐ interprets, organizes and combines information in creative and thoughtful ways
☐ records information accurately using appropriate technical terms and supporting detail
☐ plans and uses time effectively, prioritizing tasks on a consistent basis
☐ assesses and refines approach to task and project status based on feedback and reflection

Content

☐ identifies and describes the event selected
☐ describes a variety of methods which could be used by individuals and/or groups to effect change and discusses potential effectiveness

Content (continued)

☐ predicts the proposed or actual outcome of the methods utilized or suggested
☐ demonstrates an understanding of the political, social and legal dynamics

Presenting/Reporting

☐ demonstrates effective use of at least two communication media:
e.g., Written: *spelling, punctuation, grammar, format (formal/informal)*
Oral: *voice projection, body language, appearance*
Audio-visual: *techniques, tools, clarity*
☐ maintains acceptable grammatical and technical standards through proofreading and editing
☐ provides an introduction that describes the purpose and scope of the article
☐ communicates thoughts/ideas/feelings clearly to justify or challenge a position
☐ states a conclusion by analyzing and synthesizing the information gathered
☐ gives evidence of adequate research through a reference list including relevant information sources

COMMENTS

LANDMARK DECISIONS

LGS3070–1

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale: (*italics* are optional)

The student

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*

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1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Module Learner Expectation: The student will identify "landmark decisions" and analyze their subsequent effects.

Criteria and Conditions: Assessment of student achievement will be based on preparing a report detailing a case(s) considered to be a "landmark decision(s)" and explaining how the outcome of the case(s) had an impact on society.

CRITERIA CHECKLIST

The student:

Preparation and Planning

☐ sets goals and describes steps to achieve them
☐ uses personal initiative to formulate questions and find answers
☐ accesses a range of relevant information sources and recognizes when additional information is required
☐ interprets, organizes and combines information in creative and thoughtful ways
☐ records information accurately using appropriate technical terms and supporting detail
☐ plans and uses time effectively, prioritizing tasks on a consistent basis
☐ assesses and refines approach to task and project status based on feedback and reflection

Content

☐ identifies and describes the "landmark decision" selected
☐ provides the historical context
☐ describes the catalyst for change
☐ analyzes the external environment that led to the decision

Content (continued)

☐ describes the impact of the Court decision on the political, social and economic environment of the society in which it was made
☐ predicts future implications for change as a result of the decision

Presenting/Reporting

☐ demonstrates effective use of at least two communication media:
  e.g., Written: *spelling, punctuation, grammar, format (formal/informal)*
  Oral: *voice projection, body language, appearance*
  Audio-visual: *techniques, tools, clarity*
☐ maintains acceptable grammatical and technical standards through proofreading and editing
☐ provides an introduction that describes the purpose and scope of the article
☐ communicates thoughts/ideas/feelings clearly to justify or challenge a position
☐ states a conclusion by analyzing and synthesizing the information gathered
☐ gives evidence of adequate research through a reference list including relevant information sources

COMMENTS

LEGAL STUDIES

SECTION H: LINKAGES/TRANSITIONS

This section of the Guide has been designed to provide an overview of linkages and transitions of CTS modules with a number of organizations. The charts and information presented in this section will assist CTS students and teachers in understanding the potential application of CTS modules as students move into the workplace.

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LINKAGES/TRANSITIONS

LINKAGES

With Other CTS Strands

References to legislation and legal requirements are included in all other CTS strands. Specific modules in Legal Studies may be of interest to students in other strands; e.g., Tourism Studies (Law & the Traveller), Enterprise and Innovation (Law & Small Business), Construction Technologies (Environmental Law), Fabrication Studies (Environmental Law) and Cosmetology (Labour Law, Environmental Law).

In the following strands, specific modules may be of interest to Legal Studies students.

Strand	Module	Linkage Opportunity
Career Transitions	Project modules	• if a student undertakes an extensive project beyond the expectations of the Legal Studies module.
Enterprise and Innovation	Implementing the Venture	• offer with Law & Small Business module.
Tourism	Tourism Destinations 1 Tourism Destinations 2	• offer to students taking Law & the Traveller.

Students in other CTS strands may wish to take some modules in Legal Studies; e.g.:

Strand	Law-related Themes
Construction Technologies	Environmental, labour and small business laws
Fabrication Studies	Environmental, labour and small business laws
Cosmetology	Environmental, labour and small business laws
Agriculture, Energy and Mines, Forestry, Wildlife	Environmental laws

Potential linkages of Legal Studies with other CTS strands, determined by course emphasis and area of specialization, are identified in this section (see "Connections with Other CTS Strands").

In addition, the following module includes an expanded "notes" section (see "Legal Studies: Suggested Project Module").

A number of modules from other CTS strands can be combined effectively with modules from the Information Processing and Career Transitions strands. These "linkage modules" are shown in "Legal Studies: Extended Scope and Sequence", and "Legal Studies: Linkage Opportunities within CTS."

With Other Secondary Programs

Legal Studies has potential linkages with Career and Life Management, Social Studies (judicial system, human rights), Work Experience (labour legislation), and Science (environmental and safety issues).

The Legal Studies strand has many links with other core and complementary subject areas across the curriculum. Potential linkages of

Legal Studies with other core and complementary subject areas across the curriculum are identified in this section (see "Legal Studies: Connections Across the Curriculum," "Legal Studies: Math Objective Match," "Legal Studies: Science Objective Match" and "Legal Studies: Linkages with Career and Life Management").

With Practical Arts Courses

Modules in the Legal Studies strand replace existing content in the senior high Law 20 and 30. A detailed correlation of the Legal Studies strand to these practical arts courses can be found in this section (see "Legal Studies: Correlations with Practical Arts Courses: Law 20–30" and "Law 20–30: Correlations with Legal Studies").

TRANSITIONS

To the Community/Workplace

The intermediate and advanced modules are designed to provide students with the knowledge, skills and attitudes that are required in the workplace. Some businesses welcome an individual who has the skills and is prepared for further training from the employer.

Information from the National Occupational Classification (NOC) regarding occupations in legal-related areas that can be accessed upon completion of high school is provided in this section (see "Legal Studies: Related Occupations").

To Related Post-secondary Programs

The intermediate and advanced level modules provide students with an opportunity to learn about law-related careers that require post-secondary training.

An outline of post-secondary institutions in Alberta currently offering programs in legal-related areas is provided in this section (see "Legal Studies: Summary of Related Post-secondary Programs").

CREDENTIALLING

There are no credentialling opportunities for Legal Studies modules.

LINKAGES – *Legal Studies: Connections with Other CTS Strands*

	Other CTS Strands																				
Legal Studies Modules	Agriculture	Career Transitions	Communication Technology	Community Health	Construction Technologies	Cosmetology Studies	Design Studies	Electro-Technologies	Energy and Mines	Enterprise and Innovation	Fabrication Studies	Fashion Studies	Foods	Financial Management	Forestry	Information Processing	Logistics	Management and Marketing	Mechanics	Tourism Studies	Wildlife
Theme: Personal Context																					
LGS1010: You & the Law 1 (as a Consumer and as a Family Member)				▤										▤							
LGS1020: You & the Law 2 (In Society and in the Workplace)																					
Theme: Societal Context																					
LGS2010: Family Law		▤		▤												▤					
LGS2020: Labour Law		▤								▤						▤		▤			
LGS2030: Environmental Law	▤	▤			▤	▤			▤	▤	▤				▤	▤					▤
LGS2050: Law & the Traveller		▤		▤												▤				■	
LGS3010: Consumer & Property Law		▤	▤				▤			▤						▤		▤			
LGS3020: Dispute Resolution		▤																			
LGS3040: Negligence		▤														▤					
LGS3050: Law & Small Business	▤	▤			▤					■				▤		▤		▤			
LGS3060: Controversy & Change		▤														▤					▤
LGS3070: Landmark Decisions		▤														▤					
LGS3080: Criminal Law		▤														▤		▤			

Provides many direct links with competencies in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations. ■

Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes. ▤

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MODULE CTR3110: PROJECT 3A
MODULE CTR3120: PROJECT 3B
MODULE CTR3130: PROJECT 3C
MODULE CTR3140: PROJECT 3D
MODULE CTR3150: PROJECT 3E

Level: Advanced

Theme: Career Extensions

Prerequisite: None

Module Description: Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Module Parameters: Equipment variable according to project.

In the context of Legal Studies, these project modules could explore the basic principles of public international law and analyze the sources of international law and the methods of enforcement.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• propose, manage and assess a project • meet goals as defined within the project plan	• successful completion of project including project:	
	– proposal	20
	– management	20
	– completion	20
	– assessment	20
	– presentation	20
	Assessment Tool *CTR Project: Career Extensions Modules*	
	• successful attainment of the standards for achievement outlined within the project plan.	
	Assessment Tool *CTR Project: Career Extensions Modules*	
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process.	Integrated throughout
	Assessment Tool *Basic Competencies Reference Guide and any assessment tools noted above*	

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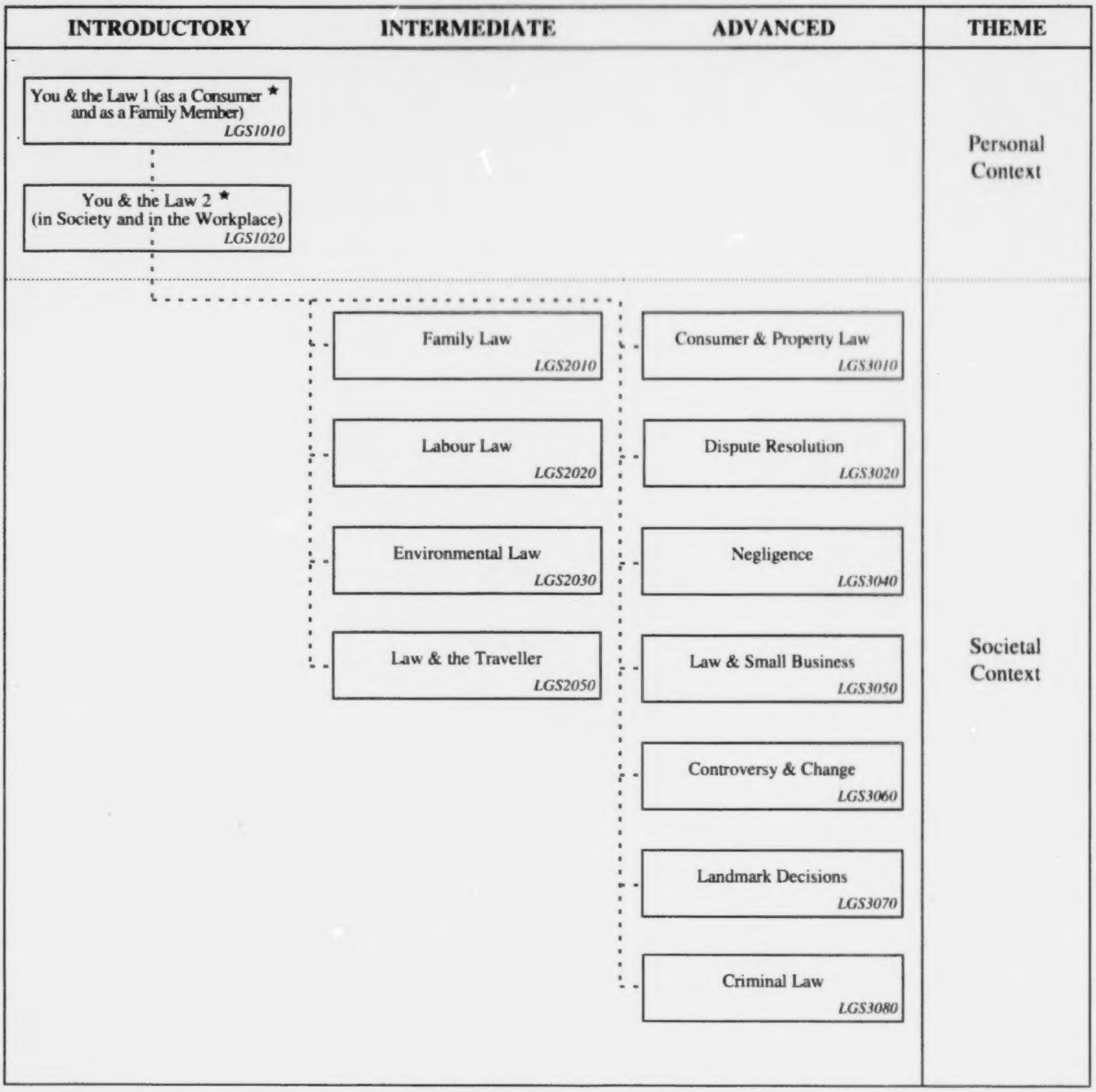
MODULE CTR3110: PROJECT 3A
MODULE CTR3120: PROJECT 3B
MODULE CTR3130: PROJECT 3C
MODULE CTR3140: PROJECT 3D
MODULE CTR3150: PROJECT 3E (continued)

Concept	Specific Learner Expectations	Notes★
Project Definition	*The student should:* • identify a project • prepare a project plan: – clarify the purposes of the project – define project deliverables – specify project timelines – explain terminology, tools and processes consistently throughout the project – define resource needs; e.g., materials, costs, staffing • identify and comply with all related health and safety standards • define assessment standards (indicators for success) • present project proposal and obtain necessary approvals.	Purposes of project should relate to student(s)' goals and expectations. (Refer to *Guide to Standards and Implementation* for strand-related projects.) Resources could include materials, finances and support network. Presentation of project proposal could be print, verbal or audio/visual.
Project Management	• complete the project as outlined with the project plan • monitor project and make necessary adjustments to project plan.	Project monitoring should include regular progress checks and consultation with teacher and others.
Project Presentation and Assessment	• present the project: – outcomes attained – relationship to goals set originally • evaluate the project: – processes and strategies used – recommendations for how the project could have been improved.	Project presentation could be in print, a display of the project or a description of the processes undertaken. Student assessment could be print, verbal, and/or audio/visual.

★*Refer to the* Guide to Standards and Implementation *for a particular strand for suggestions about how project modules could be used to complement and enhance the learning.*

LINKAGES – *Legal Studies: Extended Scope and Sequence*



INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
You & the Law 1 (as a Consumer and as a Family Member) ★ *LGS1010* You & the Law 2 ★ (in Society and in the Workplace) *LGS1020*			Personal Context
	Family Law *LGS2010* Labour Law *LGS2020* Environmental Law *LGS2030* Law & the Traveller *LGS2050*	Consumer & Property Law *LGS3010* Dispute Resolution *LGS3020* Negligence *LGS3040* Law & Small Business *LGS3050* Controversy & Change *LGS3060* Landmark Decisions *LGS3070* Criminal Law *LGS3080*	Societal Context

——— Prerequisite   - - - - Recommended sequence

★ Module provides a strong foundation for further learning in this strand.

LINKAGES – *Legal Studies: Linkage Opportunities within CTS*

INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
	Project 2A *CTR2110*	Project 3A *CTR3110*	Career Transitions
	Project 2B *CTR2120*	Project 3B *CTR3120*	
	Project 2C *CTR2130*	Project 3C *CTR3130*	
	Project 2D *CTR2140*	Project 3D *CTR3140*	
	Project 2E *CTR2150*	Project 3E *CTR3150*	
	Tourism Destinations 1 *TOU2060*		Tourism Studies
	Tourism Destinations 2 *TOU2070*		
	Travel Planning *TOU2080*		

LINKAGES – *Legal Studies: Connections Across the Curriculum*

Legal Studies Modules	Across the Curriculum: Junior High							Senior High												
	Language Arts	Social Studies	Mathematics	Science	Health & PLS	Physical Education	Fine Arts	English	Social Studies	Mathematics	Science (General)	Biology	Chemistry	Physics	CALM	Physical Education	Fine Arts	Social Sciences	Second Language
Theme: Personal Context																			
LGS1010: You & the Law 1 (as a Consumer & as a Family Member)	▤	▤						▤	▤						▤				
LGS1020: You & the Law 2 (in Society & in the Workplace)	▤	▤						▤	▤						▤				
Theme: Societal Context																			
LGS2010: Family Law	▤							▤											
LGS2020: Labour Law	▤							▤	▤										
LGS2030: Environmental Law	▤			▤				▤	▤		▤								
LGS2050: Law & the Traveller	▤							▤											
LGS3010: Consumer & Property Law	▤							▤											
LGS3020: Dispute Resolution	▤							▤											
LGS3040: Negligence	▤							▤											
LGS3050: Law & Small Business	▤							▤											
LGS3060: Controversy & Change	▤							▤	▤										
LGS3070: Landmark Decisions	▤							▤	▤										
LGS3080: Criminal Law	▤							▤			▤								

Provides many direct links with content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.	■
Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes.	▤

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LINKAGES – *Legal Studies: Linkages with Career and Life Management*

	LAW 1	LAW 2	FAMILY LAW	LABOUR LAW	ENVIRONMENTAL LAW	LAW & THE TRAVELLER	CONSUMER & PROPERTY LAW	DISPUTE RESOLUTION	NEGLIGENCE	LAW & SMALL BUSINESS	CONTROVERSY & CHANGE	LANDMARK DECISIONS	CRIMINAL LAW
PERSONAL AND INTERPERSONAL CHALLENGES													
Well-Being and Healthy Lifestyles													
Living Within Relationships													
Human Sexuality and Relationships													
CAREER EXPLORATION													
Career Planning Process		c											
Career Alternatives			c	c	c	c	c	c	c	c	c	c	c
Preparation for the Workforce													
FINANCIAL PLANNING AND CONSUMER CHOICES													
Financial Decision Making	c						c						
Consumer Awareness							c						

c – complementary

LINKAGES – *Legal Studies: Correlations with Practical Arts Courses*: Law 20–30*

LEGAL STUDIES MODULES	NATURE OF LAW & CIVIL LAW SYSTEM	CONTRACT LAW	FAMILY LAW	BASIC RIGHTS & RESPONSIBILITIES	LABOUR LAW	PROPERTY LAW	CRIMINAL JUSTICE LAW	CONSUMER LAW	TORT LAW	CONTROVERSIAL ISSUES
YOU & THE LAW 1 (AS A CONSUMER AND AS A FAMILY MEMBER)										
Purchasing Goods and Services		X						X		
Renting Accommodation						X				
Living with the Family			X	X						
Living with a Partner			X							
Living with Children			X							
Leaving a Partner			X							
Preparing Your Will and Estate			X							
YOU & THE LAW 2 (IN SOCIETY AND IN THE WORKPLACE)										
Working for Pay					X					
Equality in the Workplace					X					
Protecting Society	X						X			
Protecting Ourselves and Others	X								X	
Studying Our Rights and Responsibilities				X						
FAMILY LAW										
History of Family Law			X							
Marriage and Cohabitation Contracts			X							
Breakdown of Marriage and Cohabitation Relationships			X							
Extended Family										
Access to Services										
Challenging Issues										X
Law-related Careers										
LABOUR LAW										
Employment Relationships					X					
Unions and Collective Bargaining					X					
Employment Insurance and Workers' Compensation					X					
Women in the Workplace										
Challenging Issues										X
Law-related Careers										

LINKAGES – ***Legal Studies: Correlations with Practical Arts Courses*: Law 20–30***
(continued)

LEGAL STUDIES MODULES	NATURE OF LAW & CIVIL LAW SYSTEM	CONTRACT LAW	FAMILY LAW	BASIC RIGHTS & RESPONSIBILITIES	LABOUR LAW	PROPERTY LAW	CRIMINAL JUSTICE LAW	CONSUMER LAW	TORT LAW	CONTROVERSIAL ISSUES
ENVIRONMENTAL LAW										
Environmental Protection Legislation						X				
The Role of Groups and Individuals										
Challenging Issues										X
Law-related Careers										
LAW & THE TRAVELLER										
Legal Documents										
Scheduling and Reservation										
Travel Agencies and Consultants										
Insurance Decisions										
Purchases Abroad										
Laws and Customs in Other Countries										
Challenging Issues										X
Law-related Careers										
CONSUMER & PROPERTY LAW										
Renting Personal and Real Property						X		X		
Purchasing a Home						X				
Making Investments		X								
Protecting the Consumer		X						X		
Building or Renovating a Home						X				
Challenging Issues										X
Law-related Careers										
DISPUTE RESOLUTION										
Negotiation										
Mediation					X					
Arbitration					X					
Adjudication							X		X	
Challenging Issues										X
Law-related Issues										

* September 1997: All practical arts courses replaced by Career and Technology Studies.

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LINKAGES – *Legal Studies: Correlations with Practical Arts Courses*: Law 20–30* (continued)

LEGAL STUDIES MODULES	NATURE OF LAW & CIVIL LAW SYSTEM	CONTRACT LAW	FAMILY LAW	BASIC RIGHTS & RESPONSIBILITIES	LABOUR LAW	PROPERTY LAW	CRIMINAL JUSTICE LAW	CONSUMER LAW	TORT LAW	CONTROVERSIAL ISSUES
NEGLIGENCE										
Elements of Negligence									X	
Breach of Duty of Care									X	
Damages									X	
Defences to Negligence									X	
Special Types of Liability									X	
Suing in Civil Court	X									
Challenging Issues										X
Law-related Careers										
LAW & SMALL BUSINESS										
Starting a Business										
Operating a Business										
Failure of or Ending a Business										
Challenging Issues										X
Law-related Careers										
CONTROVERSY & CHANGE										
Controversial Issues										X
Effecting Change										
LANDMARK DECISIONS										
Background										
Analyzing Change										
Challenging Issues										X
CRIMINAL LAW										
Criminal Justice System							X			
Criminal Process	X						X			
Police							X			
Crown and Defence							X			
Consequences							X			
Conditional Release							X			
Challenging Issues							X			X
Law-related Careers							X			

* September 1997: All practical arts courses replaced by Career and Technology Studies.

LINKAGES – *Correlation of Law 20–30 to Legal Studies**

LAW 20-30	LAW 1	LAW 2	FAMILY LAW	LABOUR LAW	ENVIRONMENTAL LAW	LAW & THE TRAVELLER	CONSUMER & PROPERTY LAW	DISPUTE RESOLUTION	NEGLIGENCE	LAW & SMALL BUSINESS	CONTROVERSY & CHANGE	LANDMARK DECISIONS	CRIMINAL LAW
NATURE OF LAW AND CIVIL LAW SYSTEM													
Origin of Law	X	X	X										X
Rule of Law													
Classification of Law		X											
Changing Canadian Law											X		
Canadian Courts	X	X											
Remedies		X							X				
Legal Procedure								X	X				X
CONTRACT LAW													
Nature of Contracts	X												
Offer and Acceptance	X												
Consideration	X												
Legal Capacity	X												
Genuineness of Consent	X												
Legal Purpose	X												
Assignment of Rights and Obligations							X						
Limitation of Actions													
Discharge of Contract							X						
FAMILY LAW													
The Family Unit in Law	X		X										
Marriage	X		X										
Separation/Divorce	X		X										
Legal Rights of Children			X										
Wills and Estates	X												
BASIC RIGHTS AND RESPONSIBILITIES													
Rights and Responsibilities		X											
Canadian Charter of Rights and Freedoms		X											
Provincial Human Rights Legislation		X											
Student Rights		X											
Remedies		X	X	X	X	X	X	X	X	X			
Law Enforcement													X

* September 1997: All practical arts courses replaced by Career and Technology Studies.

LINKAGES – *Correlation of Law 20–30 to Legal Studies** (continued)

LAW 20-30	LAW 1	LAW 2	FAMILY LAW	LABOUR LAW	ENVIRONMENTAL LAW	LAW & THE TRAVELLER	CONSUMER & PROPERTY LAW	DISPUTE RESOLUTION	NEGLIGENCE	LAW & SMALL BUSINESS	CONTROVERSY & CHANGE	LANDMARK DECISIONS	CRIMINAL LAW
LABOUR LAW													
Rights and Responsibilities		X											
Labour Legislation		X											
Employment Contracts				X				X					
Unions				X				X					
PROPERTY LAW													
Ownership							X						
Rental Agreements	X												
Buying, Building and Selling Real Property							X						
Issues Concerning Real Property							X						
CRIMINAL JUSTICE SYSTEM													
Criminal Justice System													X
The Nature of a Crime		X											
Police													X
Specific Offences		X											X
Criminal Trials								X					X
Defences													X
Punishment													X
Appeals													X
Correctional Institutions													X
Parole													X
After Care Agencies													X
Youth and Crime		X											
CONSUMER LAW													
Protection of Consumers	X						X						
Bailments							X						
Buying and Selling	X						X						
Forms of Security	X												
Regulatory Laws													X
Helping Agencies													X

* September 1997: All practical arts courses replaced by Career and Technology Studies.

LINKAGES – *Correlation of Law 20–30 to Legal Studies** (continued)

LAW 20-30	LAW 1	LAW 2	FAMILY LAW	LABOUR LAW	ENVIRONMENTAL LAW	LAW & THE TRAVELLER	CONSUMER & PROPERTY LAW	DISPUTE RESOLUTION	NEGLIGENCE	LAW & SMALL BUSINESS	CONTROVERSY & CHANGE	LANDMARK DECISIONS	CRIMINAL LAW
TORT LAW													
Concept of Tort		X											
Intentional Torts		X											
Unintentional Torts									X				
Remedies		X							X				
CONTROVERSIAL ISSUES													
Idea or Subject											X		
Historical Perspective											X		
Current Law											X		
Implications to Society												X	
Topics											X		

* September 1997: All practical arts courses replaced by Career and Technology Studies.

TRANSITIONS – ***Legal Studies: Related Occupations***

Information for this chart was obtained from the National Occupational Classification descriptions.

Educational Requirements:

D:	High School Education	B:	College or Vocational Education
C:	Apprenticeship	A:	University

Occupation Profile	NOC#	D	C	B	A
Administrative Clerk	1441			✓	
Bylaw Enforcement Officer	6463			✓	
Correctional Officer	6462	✓			
Correctional Services Officer	6462			✓	✓
Correctional Services Worker	4155			✓	
Court Clerk	1443	✓			
Court Officer/Justice of the Peace	1227			✓	✓
Court Reporter	1244			✓	
Customs Inspector	1228			✓	
Immigration Officer	1228			✓	✓
Judge	4111				✓
Judicial Clerk	1443	✓		✓	
Land Titles Examiner	4211	✓			
Lawyer	4112				✓
Legal Assistant	4211			✓	
Legal Secretary	1242	✓		✓	
Managers in Social, Community and Correctional Services	0411				✓
Other Business Services Managers	1122				✓
Other Protective Service Occupations	6651				✓
Paralegal and Related Occupations	4211	✓		✓	✓
Parole Officer	4155				✓
Police Officer	6261	✓		✓	✓
Private Investigator	6465				
Security Guard	6651	✓		✓	
Sheriffs and Bailiffs	6461	✓	✓		

TRANSITIONS – *Legal Studies: Summary of Related Post-secondary Programs*

	PUBLIC COLLEGES												PRIVATE COLLEGES						TECH. INST.		Banff	UNIVERSITIES				VOCATIONAL COLLEGES			
	Alberta College of Art & Design	Fairview College	Grande Prairie Regional College	Grant MacEwan Community College	Keyano College	Lakeland College	Lethbridge Community College	Medicine Hat College	Mount Royal College	Olds College	Red Deer College	APPRENTICESHIP TRADE	Alberta College	Augustana University College	Canadian Union College	Concordia College	King's University College, The	North American Baptist College	Northern Alberta Institute of Technology	Southern Alberta Institute of Technology	Banff Centre	Athabasca University	University of Alberta	University of Calgary	University of Lethbridge	AVC - Calgary	AVC - Edmonton	AVC - Lac La Biche	AVC - Lesser Slave Lake
Court Reporter																			D										
Correctional Services				D			D		CD																				
Criminology			2t						CD 2t		2t					1t							BM						
Law			2t					1t2t	2t					3t									LLB (3y) M	LLB (3y)M	3t				
Law Enforcement/Security Mgmt.				D			CD		CD														C						
Legal Assistant				D							D		D							CD						V			

CODES:						
B	Bachelor's Degree	D	Diploma (2 years)	w	weeks
M	Master's Degree	V	Varies	m	months
Ph.D.	Doctoral Degree	1t	One-year transfer	y	years
C	Certificate (1 year or less)	2t	Two-year transfer		

*Information taken from "It's About Time: To Start Thinking About Your Future," Advanced Education and Career Development, 1995.

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LEGAL STUDIES

SECTION I: LEARNING RESOURCE GUIDE

This section of the GSI has been designed to provide a list of resources that support student learning.

Three types of resources are identified:

- Authorized: Resources authorized by Alberta Education for CTS curriculum; these resources are categorized as basic, support, or teaching
- Other: Titles provided as a service to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. Alberta Education has done a preliminary review of these resources, but further review will be necessary prior to use in school jurisdictions
- Additional: A list of local, provincial and national sources of information available to teachers, including the community, government, industry and professional agencies and organizations.

The information contained in this Guide, although as complete and accurate as possible as of June 1997, is time-sensitive.

For the most up-to-date information on learning resources and newer editions/versions, consult the LRDC *Buyers Guide* and/or the agencies listed in the Distributor Directory at the end of this section.

CTS is on the Internet.
Internet Address:
http://ednet.edc.gov.ab.ca

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INTRODUCTION

CTS AND THE RESOURCE-BASED CLASSROOM

Career and Technology Studies (CTS) encourages teachers to establish a resource-based classroom, where a variety of appropriate, up-to-date print and nonprint resources are available. Learning resources identified for CTS strands include print, software, video and CD-ROM formats. Also of significance and identified as appropriate throughout each strand are sources of information available through the Internet.

The resource-based classroom approach accommodates a variety of instructional strategies and teaching styles, and supports individual or small group planning. It provides students with opportunities to interact with a wide range of information sources in a variety of learning situations. Students in CTS are encouraged to take an active role in managing their own learning. Ready access to a strong resource base enables students to learn to screen and use information appropriately, to solve problems, to meet specific classroom and learning needs, and to develop competency in reading, writing, speaking, listening and viewing.

PURPOSE AND ORGANIZATION OF THIS DOCUMENT

The purpose of this document is to help teachers identify a variety of resources to meet their needs and those of the students taking the new CTS curriculum. It is hoped that this practical guide to resources will help teachers develop a useful, accessible resource centre that will encourage students to become independent, creative thinkers.

This document is organized as follows:

- Authorized Resources:
    - – basic learning resources
    - – support learning resources
    - – teaching resources
- Other Resources
- Additional Sources.
- Distributor Directory.

Some resources in the guide have been authorized for use in some or all of the CTS strands, e.g., the Career and Technology Studies video series produced by ACCESS: The Education Station. Further information is provided in relevant sections of this resource guide.

Each resource in the guide provides bibliographic information, an annotation where appropriate, and a module correlation to the CTS modules. The distributor code for each entry will facilitate ordering resources. It is recommended that teachers preview all resources before purchasing, or purchase one copy for their reference and additional copies as required.

Distributor Code	Resources		Levels/Mod. No.		
			1	2	3
ACC	Title	Author	1010	2010	3010
	Bibliographic Information				
	Annotation				

Distributor Code - see Distributor Directory

1 = Introductory
2 = Intermediate
3 = Advanced

Indicates module number

HOW TO ORDER

Most authorized resources are available from the Learning Resources Distributing Centre (LRDC) at:

12360 – 142 Street
Edmonton, AB T5L 4X9
Telephone: 403–427–5775 (outside of Edmonton dial 310–0000 to be connected toll free)
Fax: 403–422–9750
Internet: http://ednet.edc.gov.ab.ca/lrdc

Please check LRDC for availability of videos.

RESOURCE POLICY

Alberta Education withdraws learning and teaching resources from the provincial list of approved materials for a variety of reasons; e.g., the resource is out of print; a new edition has been published; the program has been revised. Under section 44 (2) of the *School Act*, school boards may approve materials for their schools, including resources that are withdrawn from the provincial list. **Many school boards have delegated this power to approve resources to school staff or other board employees under section 45 (1) of the *School Act*.**

For further information on resource policy and definitions, refer to the *Student Learning Resources Policy* and *Teaching Resources Policy* or contact:

Learning Resources Unit, Curriculum Standards Branch
Alberta Education
5th Floor, Devonian Building, East Tower
11160 Jasper Avenue
Edmonton, AB T5K 0L2
Telephone: 403–422–4872 (outside of Edmonton dial 310–0000 to be connected toll free)
Fax: 403–422–0576
Internet: http://ednet.edc.gov.ab.ca

Note: Owing to the frequent revisions of computer software and their specificity to particular computer systems, newer versions may not be included in this guide. However, schools may contact the LRDC directly at 403–427–5775 for assistance in purchasing computer software.

Trademark Notices: Microsoft, Access, Excel, FoxPro, Mail, MS-DOS, Office, PowerPoint, Project, Publisher, Visual Basic, Visual C++, Windows, Windows NT, Word, and Works are either registered trademarks or trademarks of Microsoft Corporation. Apple, Mac, Macintosh, and Power Macintosh are either registered trademarks or trademarks of Apple Computer, Inc. Other brand and product names are registered trademarks or trademarks of their respective holders.

AUTHORIZED RESOURCES

BASIC LEARNING RESOURCES

The following basic learning resources have been authorized by Alberta Education for the use in the Legal Studies curriculum. These resources address the majority of the learner expectations in one or more modules and/or levels. A curriculum correlation appears in the right-hand column.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*All About Law: Exploring the Canadian Legal System.* (4th edition.) D.L. Gibson and T.G. Murphy. Toronto, ON: John Wiley & Sons Canada Ltd., 1996. Chapters have lesson reviews, legal terms, problems, applications, issues and career profiles. Text and teacher resource package provide students with opportunities to develop their legal knowledge, critical thinking and research skills. The students learn to apply the law they have studied. The teacher's resource package has student projects, testing and evaluation strategies, teaching strategies, text and workbook solutions, resources listings and blackline masters.	1010 1020	2010 2020 2030	3010 3020 3040 3050 3060 3080
LRDC	*Applying The Law.* (3rd edition.) M. Liepner and B. Griffith. Toronto, ON: McGraw-Hill Ryerson Ltd., 1990. Each chapter in the text has learning objectives, chapter contents, points to remember and a "building your skills" section. The teacher's manual and key provides a variety of projects and activities, student handouts, resources and evaluation suggestions. "Activities and Cases" and student workbook are available.	1010 1020	2010 2020 2030	3010 3040 3060 3080
LRDC	*Canadian Law.* (5th edition.) Thomas G. Zuber, et al. Toronto, ON: McGraw-Hill Ryerson Ltd., 1991. The text presents the legal concepts, legal terms, checking your reading and discussions and projects. The teacher's manual and key contains the answers to the cases and questions in the student textbook and student learning guide.	1010 1020	2010 2020	3010 3060 3080
LRDC	*Law in Canada, The.* Sherri Barnhorst and Joan Mather Zetzl. Scarborough, ON: Prentice-Hall Canada Inc., 1990. This resource is an introductory high school law program consisting of a student text and a teacher's resource book. The text has been designed to encourage student participation in an active learning environment. The teacher's resource provides unit and chapter overviews, suggested resources, additional teaching strategies, answers to questions from the text and a test bank of questions and cases.	1010 1020	2010 2020	3010 3020 3040 3050 3070 3080

Basic Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Learning About Law.* D. Buckingham, D. et al. McGraw-Hill Ryerson Ltd., 1997. A comprehensive text intended for the use of students in law classes in high school. It begins with an examination of what the law is and how it is made. The teacher's resource supports the text and describes teaching strategies and evaluation on techniques that are effective in assisting students to learn about law. This resource has a section on "career connections." In addition, an answer key is provided for all questions in the text and additional cases and activities are included. A teacher's resource and computerized test bank (Windows Version) are available. The test bank is "user friendly."	1010 1020	2010 2020 2030	3040 3080
LRDC	*Take Notice: An Introduction to Canadian Law.* (3rd edition.) S.N. Spetz and G.S. Spetz. Mississauga, ON: Copp Clark Pitman, 1989. Legal content in each chapter is followed by activities such as checking your understanding, legal briefs, applying the law, you be the judge. Career profiles are a feature. The teacher's manual includes teaching suggestions and answers to the student activity book.	1010 1020	2010	3010 3040 3060 3080

SUPPORT LEARNING RESOURCES

The following support learning resources are authorized by Alberta Education to assist in addressing some of the learner expectations of a module or components of modules.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Angels of the Sky*. Pixie Bigelow Productions. Magic Lantern Communications, 1994. Video. "Angels of the Sky" is a film about six Canadian members of the "99's", an international organization of female pilots founded by Amelia Earhart, and dedicated to community service. These six women carry out scientific aerial surveillance to help fight pollution in Ontario. Flying in single-engine planes at low altitude they seek out and document environmental abuses and collaborate with government agencies to investigate and prosecute environmental criminals.		2030	
LRDC	*Applying The Law*. (3rd edition.) M. Liepner, M. Slodovnick and C. Marcotte. Toronto, ON: McGraw-Hill Ryerson Ltd., 1990. Activities and Cases. See Basic Learning Resources for annotation and module correlations.			
TVO	*Between the Crime and the Courtroom*. (Series: A Question of Justice.) Toronto, ON: TVOntario, 1993. Video. The video deals with the issue of being charged with a crime, and the process that follows the laying of a charge. A teacher's resource gives teaching strategies, before and after viewing activities with the answers, evaluation activities and resource suggestions.			3020 3080
LRDC	*Canadian Law*. (5th edition.) Thomas G. Zuber, et al. Toronto, ON: McGraw-Hill Ryerson Ltd., 1991. Student Learning Guide. See Basic Learning Resources for annotation and module correlation.			

Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Case for Canada, A: Key Issues in Canadian Law and Society.* (Volume I: Rights and Freedoms.) R. Yates, et al. (editors). Mississauga, ON: Copp Clark Pitman Ltd., 1991. Student Manual. ▲ A *Case for Canada* consists of three volumes based on distinctive legal themes. Volume I (Rights and Freedoms) consists of three chapters dealing with cases presented chronologically. The first chapter covers a case that arose from the Winnipeg General Strike of 1919; the second chapter presents a 1940s case in Quebec cited as Roncarelli vs. Duplessis; and the final chapter includes three recent trials under the Canadian Charter of Rights and Freedoms. Each volume is comprised of a student manual and a teacher's manual. Additional copies of the student manual may be ordered.			307
LRDC	*Case for Canada, A: Key Issues in Canadian Law and Society.* (Volume II: Minority Rights.) R. Yates, et al. (editors). Mississauga, ON: Copp Clark Pitman Ltd., 1991. Student Manual. ▲ A *Case for Canada* consists of three volumes based on distinctive legal themes. Volume II (Minority Rights) contains four chapters. The first chapter presents an early 19th-century case that took place in Hudson Bay territory; the second chapter covers the famous trial of Louis Riel; the third chapter deals with an Indian land claims case heard in British Columbia during the 1960s; and the final chapter is based on a number of language rights cases heard in various provinces during the last three decades. Each volume is comprised of a student manual and a teacher's manual. Additional copies of the student manual may be ordered.			307
LRDC	*Case for Canada, A: Key Issues in Canadian Law and Society.* (Volume III: Social Justice.) M. Ferguson, et al. Mississauga, ON: Copp Clark Pitman Ltd., 1991. Student Manual. ▲ A *Case for Canada* consists of three volumes based on distinctive legal themes. Volume III (Social Justice) contains three chapters. The first features the well-known Alberta matrimonial property case known as Murdoch vs. Murdoch. The second chapter examines two Canadian immigrant cases, one in British Columbia known as Tomey Homma vs. The King and a Saskatchewan case cited as The King vs. Quong Wing. The final chapter looks at the problems of world peace from the perspective of a Canadian Supreme Court case called Operation Dismantle. Each volume is comprised of a teacher's manual and a student manual. Additional copies of the student manual may be ordered.			307

▲ This resource is no longer in print; however it remains authorized as a learning resource.

Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
ACC	*Career and Technology Studies: Key Concepts.* Edmonton, AB: ACCESS: The Education Station. A series of videos and utilization guides relevant to all CTS strands. The series consists of: *Anatomy of a Plan; Creativity; Electronic Communication; The Ethics Jungle; Go Figure; Innovation; Making Ethical Decisions; Portfolios; Professionalism; Project Planning; Responsibility* and *Technical Writing.*	all	all	all
TVO	*Family After Family.* (Series: A Question of Justice.) Toronto, ON: TVOntario, 1993. Video. This video deals with the issue of family and divorce law. A teacher's resource gives teaching strategies, before and after viewing activities including answers, evaluation activities and resource suggestions.	1010	2010	
TVO	*It's a Free Country.* (Series: A Question of Justice.) Toronto, ON: TVOntario, 1993. Video. The video deals with the Charter's role in protecting an individual's right to freedom of expression. Examples of individuals who have tested the Charter's section on freedom of expression are introduced and discussed. After hearing the opinions of experts on the question of freedom of expression, the viewer is left to draw his or her own conclusion about the Charter of Rights. A teacher resource guide gives teaching strategies, before and after viewing activities with the answers, evaluation activities and resource suggestions.	1020		3060
LRDC	*Judge for Yourself!* Department of Justice, Canada, 1995. This video looks at the Young Offenders Act and how the system works. A journey through the justice system by two actors playing young offenders. Also features first hand accounts of crimes committed by several youths	1020		3060
MED	*Lobbying for Lives: Lessons From The Front.* Jack Micay. Toronto, ON: MediCinema Ltd., 1991. Video (30 minutes). The video illustrates how bills become law in Canadian government. The video reenacts the battle between the tobacco industry lobby groups and the health lobby groups. It illustrates the power that a lobby group can have, and the money that these groups are willing to spend to ensure a favourable outcome. Note: It is important that all points of view be presented and therefore the tobacco industry's perspective and that of shopkeepers and smokers should be presented in order to meet the Tolerance and Understanding guidelines.		2030	

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Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Mock Civil Trial Kit.* Marsha Mildon. Edmonton, AB: Legal Resource Centre, 1991. Case Notes: Rasmussen vs. Donnelly and Student Trial Book. This simulation of a civil trial in negligence is based on a fictional car accident. All supporting information is provided with the kit (student trial book, case notes and teacher resource book).			3020 3040
LRDC	*Mock Trial Kit.* Cheryl Matheson and Margaret Ferguson (editors.) Edmonton, AB: Legal Resource Centre, 1989. Case Notes: Regina vs. Fair (3rd edition) and Student Criminal Trial Book (1981). This mock trial, which deals with a case of theft of goods under $1000.00, uses trial by jury, so as to involve as many students as possible.			3020 3080
LRDC	*Now or Never (Race to Save the Planet).* WGBH Science Unit, Boston, Magic Lantern Communications, 1990. Video. *Now or Never* introduces individuals who are making critical choices that will determine the environmental quality of life in the 21st century.		2030	
TVO	*Old Enough to Hurt.* (Series: A Question of Justice.) Toronto, ON: TVOntario, 1993. Video. This video shows how the laws affect the individual and how individuals affect the law. The focus of the video is the Young Offenders Act. A teacher's resource gives teaching strategies, before and after viewing activities including answers, evaluation activities and resource suggestions.	1020		3080
TVO	*Out of Control.* (Series: A Question of Justice.) Toronto, ON: TVOntario, 1993. Video. This video deals with the issue of impaired drivers. A teacher's resource gives teaching strategies, before and after viewing activities including answers, evaluation activities and resource suggestions.	1020		3080
LRDC	*Take Notice: An Introduction to Canadian Law.* (3rd edition.) S.N. Spetz and G.S. Spetz. Mississauga, ON: Copp Clark Pitman, 1989. Student Activity Book. See Basic Learning Resources for annotation and module correlation.			

Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
TVO	*To Be Equal ... or Not to Be.* (Series: A Question of Justice.) Toronto, ON: TVOntario, 1993. Video. This video deals with the issue of gender equality. A teacher's resource gives teaching strategies, before and after viewing activities including answers, evaluation activities and resource suggestions.		2020	3060
TVO	*What About My Rights?* (Series: A Question of Justice.) Toronto, ON: TVOntario, 1993. Video. This video deals with a young woman's choices when she discovers that she is pregnant, and discusses the impact of the Charter on her right to choose an abortion. The video points out some of the limitations and problems with the Charter, and discusses some of the important changes that it has brought about. A teacher's resource gives teaching strategies, before and after viewing activities including answers, evaluation activities and resource suggestions. Note: The video presents a pro-choice stance. It is recommended that this video be used with other material that presents all sides in the abortion debate so that students can make their own decisions.	1020		3060 3070
TVO	*Your Day in Court: The Criminal Justice Process.* (Series: A Question of Justice.) Toronto, ON: TVOntario, 1993. Video. This video shows how the laws affect the individual, how individuals affect the law, and how the Canadian legal system works. A dramatization takes "Donna" through the criminal system. A teacher's resource gives teaching strategies, before-and-after viewing activities including answers, evaluation activities and resource suggestions.			3020 3080

TEACHING RESOURCES

The following teaching resources are authorized by Alberta Education to assist teachers in the instructional process.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*All About Law: Exploring the Canadian Legal System.* (4th edition.) T.G. Murphy, et al. Toronto, ON: John Wiley & Sons Canada Ltd., 1996. Teacher's Resource. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Applying the Law.* (3rd edition.) M. Leipner, M. Slodovnick and C. Marcotte. Toronto, ON: McGraw-Hill Ryerson Ltd., 1990. Teacher's Manual and Key. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Between the Crime and the Courtroom.* (Series: A Question of Justice.) C. Marcotte. Toronto, ON: McGraw-Hill Ryerson Ltd., 1994. Teacher's Resource. See Support Learning Resources for annotation and module correlation.			
LRDC	*Canadian Law.* (5th edition.) Thomas G. Zuber, et al. Toronto, ON: McGraw-Hill Ryerson Ltd., 1992. Teacher's Manual and Key. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Case for Canada, A: Key Issues in Canadian Law and Society.* (Volume I: Rights and Freedoms.) R. Yates, et al. (editors). Mississauga, ON: Copp Clark Pitman Ltd., 1991. Teacher's Manual. ▲ See Support Learning Resources for annotation and module correlation.			
LRDC	*Case for Canada, A: Key Issues in Canadian Law and Society.* (Volume II: Minority Rights.) R. Yates, et al. (editors). Mississauga, ON: Copp Clark Pitman Ltd., 1991. Teacher's Manual. ▲ See Support Learning Resources for annotation and module correlation.			

▲ This resource is no longer in print; however it remains authorized as a learning resource.

Teaching Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Case for Canada, A: Key Issues in Canadian Law and Society.* (Volume III: Social Justice.) R. Yates, et al. (editors). Mississauga, ON: Copp Clark Pitman Ltd., 1991. Teacher's Manual. ▲ See Support Learning Resources for annotation and module correlation.			
LRDC	*Criminal Law and the Canadian Criminal Code.* (3rd edition.) S. Barnhorst. Toronto, ON: McGraw-Hill Ryerson Ltd., 1996. Text and Instructor's Manual. This resource is prepared for people who want to understand the principles of criminal law and offences in the criminal code.	1020		3080
LRDC	*Family After Family.* (Series: A Question of Justice.) B. Manning. Toronto, ON: McGraw-Hill Ryerson Ltd., 1994. Teacher's Resource. See Support Learning Resources for annotation and module correlation.			
LRDC	*It's a Free Country.* (Series: A Question of Justice.) C. Marcotte. Toronto, ON: McGraw-Hill Ryerson Ltd., 1994. Teacher's Resource. See Support Learning Resources for annotation and module correlation.			
LRDC	*Law in Canada, The.* Sherri Barnhorst and Joan Mather Zetzl. Scarborough, ON: Prentice-Hall Canada Inc., 1990. Teacher's Resource Book. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Learning About Law.* C. Marcotte, et.al. McGraw-Hill Ryerson Ltd., 1997. Teacher's Resource and Computerized Test Bank. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Mock Civil Trial Kit.* Marsha Mildon. Edmonton, AB: Legal Resource Centre, 1984. Teacher's Resource Book. See Support Learning Resources for annotation and module correlation.			
LRDC	*Mock Trial Kit.* (3rd edition.) Cheryl Matheson and Margaret Ferguson (editors.) Edmonton, AB: Legal Resource Centre, 1991. Resource Book. See Support Learning Resources for annotation and module correlation.			

▲ This resource is no longer in print; however it remains authorized as a learning resource.

Teaching Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Mock Trials of Small Claims.* Marsha Mildon. Edmonton, AB: Legal Resource Centre, 1992. This resource was developed to be used by junior high or senior high students who need an introductory level mock trial. All supporting information is provided with the kit.	1010 1020		3020 3040
LRDC	*Old Enough to Hurt.* (Series: A Question of Justice.) C. Marcotte. Toronto, ON: McGraw-Hill Ryerson Ltd., 1994. Teacher's Resource. See Support Learning Resources for annotation and module correlation.			
LRDC	*Out of Control.* (Series: A Question of Justice.) D. Slywchuk. Toronto, ON: McGraw-Hill Ryerson Ltd., 1994. Teacher's Resource. See Support Learning Resources for annotation and module correlation.			
LRDC	*Take Notice: An Introduction to Canadian Law.* (3rd edition.) S.N. Spetz and G.S. Spetz. Mississauga, ON: Copp Clark Pitman, 1989. Teacher's Manual. See Basic Learning Resources for annotation and module correlation.			
LRDC	*To Be Equal ... or Not to Be.* (Series: A Question of Justice.) C. Marcotte. Toronto, ON: McGraw-Hill Ryerson Ltd., 1994. Teacher's Resource. See Support Learning Resources for annotation and module correlation.			
LRDC	*Understanding the Law.* (2nd Edition.) Steven Talos, Michael Liepner and Gregory Dickinson. Toronto, ON: McGraw-Hill Ryerson Ltd., 1996. Text and Teacher's Resource Book. This text is a senior level text that emphasizes the understanding and application of legal concepts. Part 4 of this text has been revised to include recent events. There is an accompanying teacher's resource book.	1020	2030	3050 3080

Teaching Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*What About My Rights?* (Series: A Question of Justice.) C. Marcotte. Toronto, ON: McGraw-Hill Ryerson Ltd., 1994. Teacher's Resource. See Support Learning Resources for annotation and module correlation.			
LRDC	*What is Insurance?* The Insurance of Canada. (Video includes Teacher's Resource.) This video is designed to provide a primer on the insurance issues that secondary students face as they begin their lives as adults.	1010		
LRDC	*Your Day in Court: The Criminal Justice Process.* (Series: A Question of Justice.) C. Marcotte and M. Liepner. Toronto, ON: McGraw-Hill Ryerson Ltd., 1994. Teacher's Resource. See Support Learning Resources for annotation and module correlation.			

LEGAL STUDIES RESOURCES

THEME CODE:
A. Personal Context
B. Societal Context

FORMAT CODE:
p - Print
v - Video
s - Software

STATUS CODE:
B - Basic
S - Support
T - Teaching
O - Other

LEVEL CODE:
1 - Introductory
2 - Intermediate
3 - Advanced

JR/SR HIGH CODE:
J - Junior High
S - Senior High

LEVEL				1	1	2	2	2	2	3	3	3	3	3	3	3
				A	A	B	B	B	B	B	B	B	B	B	B	B
	Format	*Status*	*Junior/Senior High*	You & the Law 1	You & the Law 2	Family Law	Labour Law	Environmental Law	Law & the Traveller	Consumer & Property Law	Dispute Resolution	Negligence	Law & Small Business	Controversy & Change	Landmark Decisions	Criminal Law
Module Number				1010	1020	2010	2020	2030	2050	3010	3020	3040	3050	3060	3070	3080
Case for Canada, A: Key Issues in Canadian Law and Society: Rights and Freedoms																X
Student Manual	*p*	*S*	S													
Teacher's Manual (Vol I)	*p*	*T*	S													
Case for Canada, A: Key Issues in Canadian Law and Society: Minority Rights																X
Student Manual	*p*	*S*	S													
Teacher's Manual (Vol II)	*p*	*T*	S													
A Case for Canada: Key Issues in Canadian Law and Society: Social Justice																X
Student Manual	*p*	*S*	S													
Teacher's Manual (Vol III)	*p*	*T*	S													
A Question of Justice: Between the Crime and the Courtroom	*v*	S	S								X					X
Teacher's Resource	*p*	T	S													
A Question of Justice: Family After Family	*v*	S	J/S	X		X										
Teacher's Resource	*p*	T	J/S													
A Question of Justice: It's a Free Country	*v*	S	J/S		X									X		
Teacher's Resource	*p*	T	J/S													
A Question of Justice: Old Enough to Hurt	*v*	S	J/S		X											X
Teacher's Resource	*p*	T	J/S													
A Question of Justice: Out of Control	*v*	S	J		X											X
Teacher's Resource	*p*	T	J													
A Question of Justice: To Be Equal ... or Not to Be	*v*	S	S				X							X		
Teacher's Resource	*p*	T	S													
A Question of Justice: What About My Rights	*v*	S	J/S		X									X	X	
Teacher's Resource	*p*	T	J/S													
A Question of Justice: Your Day in Court: The Criminal Justice Process	*v*	S	S								X					X
Teacher's Resource	*p*	T	S													

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LEVEL				1	1	2	2	2	2	3	3	3	3	3	3	3
				A	A	B	B	B	B	B	B	B	B	B	B	B
	Format	*Status*	*Junior/Senior High*	You & the Law 1	You & the Law 2	Family Law	Labour Law	Environmental Law	Law & the Traveller	Consumer & Property Law	Dispute Resolution	Negligence	Law & Small Business	Controversy & Change	Landmark Decisions	Criminal Law
Module Number				1010	1020	2010	2020	2030	2050	3010	3020	3040	3050	3060	3070	3080
All About Law: Exploring the Canadian Legal System (4th Ed.)				X	X	X	X	X		X	X	X	X	X		X
Text	p	B	J/S													
Teacher's Resource Package	p	T	J/S													
Angels of the Sky	v	S	S					X								
Applying the Law (3rd Ed.)				X	X	X	X	X		X		X		X		X
Text	p	B	J/S													
Activities and Cases	p	S	J/S													
Teacher's Manual and Key	p	T	J/S													
Canadian Law (5th Ed.)				X	X	X	X			X				X		X
Text	p	B	J/S													
Student Learning Guide	p	S	J/S													
Teacher's Manual and Key	p	T	J/S													
Criminal Law and the Canadian Criminal Code (3rd Ed.)					X											X
Text & Instructor's Manual	p	T	J/S													
Judge for Yourself!	p	S	J/S		X									X		
Law in Canada, The				X	X	X	X			X	X	X	X		X	X
Text	p	B	J/S													
Teacher's Resource Book	p	T	J/S													
Learning About Law				X	X	X	X	X				X				X
Text	p	B	J/S													
Teacher's Resource, Computerized Test Bank	p/s	T	J/S													
Lobbying for Lives: Lessons from the Front	v	S	S					X								
Mock Civil Trial Kit											X	X				
Case Notes, Student Trial Book	p	S	S													
Teacher's Resource Book	p	T	S													
Mock Trial Kit											X					X
Case Notes, Student Criminal Trial Book	p	S	S													
Resource Book	p	T	S													

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LEVEL				1	1	2	2	2	2	3	3	3	3	3	3	3
				A	A	B	B	B	B	B	B	B	B	B	B	B
	Format	***Status***	***Junior/Senior High***	You & the Law 1	You & the Law 2	Family Law	Labour Law	Environmental Law	Law & the Traveller	Consumer & Property Law	Dispute Resolution	Negligence	Law & Small Business	Controversy & Change	Landmark Decisions	Criminal Law
Module Number				1010	1020	2010	2020	2030	2050	3010	3020	3040	3050	3060	3070	3080
Mock Trials of Small Claims	*p*	T	J/S	X	X						X	X				
Now or Never (Race to Save the Planet)	*v*	S	S					X								X
Take Notice: An Introduction to Canadian Law (3rd Ed.)				X	X	X				X		X		X		X
Text	*p*	B	J/S													
Student Activity Book	*p*	S	J/S													
Teacher's Manual	*p*	T	J/S													
Understanding the Law (2nd Ed.)					X			X					X			X
Text, Teacher's Resource Book	*p*	T	J/S													
What is Insurance?				X												
Video includes Teacher's Resource	*p/v*	T	J													
OTHER RESOURCES																
Bridging the Rivers of Silence: A Community Reacts: Violence Against Women	*v*	O	S			X								X		X
Death and the Mistress of Delay	*v*	O	S											X	X	
Microtest: A Computerized Test Preparation System for the Senior Law Test (IBM and MAC)	*s*	O	J/S	X	X	X	X	X		X		X				X
Not for Sale - Ethics in the America Workplace	*v*	O	J/S		X		X							X		
Pro and Con	*v*	O	J/S		X											
Teenagers and Serious Crime: Here and Now	*v*	O	J/S		X											
Twelve Angry Men	*v*	O	S								X					X

OTHER RESOURCES

These titles are provided as a service only to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. Alberta Education has done a preliminary review of the resources. However, the responsibility to evaluate these resources prior to selection rests with the user, in accordance with any existing local policy.

Distributor Code	Other Resources	Levels/Module No.		
		1	2	3
KIN	*Bridging the River of Silence: A Community Reacts: Violence Against Women.* Toronto, ON: Kinetic Film Enterprises Ltd., 1991. This is a two-part video dealing with three women who were assaulted by their spouses. It is developed in a sensitive fashion, and looks at the emotions of the wives and the supporting legal framework in Ontario. (45–65 minutes.)		2010	3060 3080
OFL	*Death and the Mistress of Delay.* Scarborough, ON: Omega Films Ltd., 1985. Deals with the issue of capital punishment and the rights of both the inmate and the victim's families. It examines the cost of keeping an inmate in jail, rehabilitation of the inmate, as well as the cost of execution. Although this is an American production, it fits in well with the unit on punishment. It asks the question as to what the purpose of the death penalty really is and leaves the viewers to decide for themselves. (30 minutes.)			3060 3070
JWS	*Microtest: A Computerized Test Preparation System for the Wiley Senior Law Test Item Bank.* Dianne Good (coordinator). Toronto, ON: John Wiley and Sons Canada Ltd., 1993 *The Wiley Senior Law Test Item Bank* is designed to allow teachers to create tests easily and efficiently. The test bank covers a wide variety of topics from criminal law to family law. Questions vary in difficulty and in types of questions being asked (e.g., multiple choice, short answer, true/false, matching, case and essay). This test bank is designed to be used with the textbook *All About Law* (3rd edition, 1990). Questions can, however, be modified. Mac and DOS versions available.	1010 1020	2010 2020	3010 3040 3060
SUN	*Not for Sale: Ethics in the American Workplace.* Pleasantville, N.Y.: Sunburst Communications, 1992. This video follows the progress of four new employees to "Kriegers", a fictional department store, through a variety of moral and ethical dilemmas. Issues dealt with include shoplifting, insider theft/kickbacks, racism and sexual harassment. The video comes complete with a leader's guide, lesson plans and discussion questions. (105 minutes.)	1020	2020	3060

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Other Resources (continued)

Distributor Code	Other Resources	Levels/Module No.		
		1	2	3
OFL	*Pro and Con.* Scarborough, ON: Omega Films Limited, 1993. Video (8 minutes.) Two talented animators team up to combine graphic images with personal interviews from a corrections officer and a prisoner. Shatters some prison myths.	1020		
OFL	*Teenagers and Serious Crime: Here and Now.* Scarborough, ON: Omega Films Limited, 1988. Video (12 minutes.) When do children become adults? When do they know the difference between right and wrong? Is punishment or rehabilitation the best way to dealt with serious juvenile crime?	1020		
VEC	*Twelve Angry Men.* Toronto, ON: Visual Education Centre/ Criterion, 1950. Video (95 minutes.) Based upon a criminal trial, where the jury must decide the guilt or innocence of the defendant. If found guilty the defendant faces the death penalty. As the video progresses we see how each of the jurors has reached their verdict. Some jurors based their decision upon facts while others where based upon misconception and prejudice. This is a timeless video that shows the inner workings of the jury system and how information is interpreted. An excellent resource for criminal law.			3020 3080

ADDITIONAL SOURCES

Available to Career and Technology Studies (CTS) teachers, locally and provincially, are many sources of information that can be used to enhance CTS. These sources are available through the community (e.g., libraries, boards, committees, clubs, associations) and through government agencies, resource centres and organizations. Some sources, e.g., government departments, undergo frequent name and/or telephone number changes. Please consult your telephone directory or an appropriate government directory.

The following is a partial list of sources to consider:

TEACHER–LIBRARIANS

Planned and purposeful use of library resources helps students grow in their ability to gather, process and share information. Research activities require access to an adequate quantity and variety of appropriate, up-to-date print and non print resources from the school library, other libraries, the community and additional sources. Some techniques to consider are:

- planning together
- establishing specific objectives
- integrating research skills into planning.

Cooperation between the teacher-librarian and the subject area teacher in the development of effectively planned resource-based research activities ensures that students are taught the research skills as well as the subject content. Also see *Focus on Research: A Guide to Developing Student's Research Skills* referenced in the Alberta Education resources section.

ALBERTA EDUCATION SOURCES

Alberta Government telephone numbers can be reached toll free from outside Edmonton by dialing 310–0000.

The following monographs are available for purchase from the Learning Resources Distributing Centre. Refer to the Distributor Directory at the end of this section for address, telephone, fax and Internet address.

Please consult the "Support Documents" section or the "Legal, Service and Information Publications" section in the LRDC *Buyers Guide* for ordering information and costs.

Developmental Framework Documents

- *The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development,* 1991 (Stock No. 161555)

  This document examines the child, or student, as a productive learner, integrating all the domains of development: cognitive, social and physical. It emphasizes the need for providing balanced curriculum and instruction.

- *Students' Interactions Developmental Framework: The Social Sphere,* 1988 (Stock No. 161399)

  This document examines children's perceptual, structural and motor development and how such physical development affects certain learning processes.

- *Students' Physical Growth: Developmental Framework Physical Dimension,* 1988 (Stock No. 161414)

  This document examines children's normal physical growth in three areas: perceptual, structural and motor development. In none of these areas is the child's growth in a single continuous curve throughout the first two decades of life. Physical growth is characterized by periods of rapid growth and periods of slower growth. Consequently, differences and changes in growth patterns may affect the timing of certain learning processes.

Other

- *Focus on Research: A Guide to Developing Students' Research Skills,* 1990 (Stock No. 161802)

  This document outlines a resource-based research model that helps students manage information effectively and efficiently, and gain skills that are transferable to school and work situations. This model provides a developmental approach to teaching students how to do research.

- *Teaching Thinking: Enhancing Learning,* 1990 (Stock No. 161521)

  Principles and guidelines for cultivating thinking, ECS to Grade 12, have been developed in this resource. It offers a definition of thinking, describes nine basic principles on which the suggested practices are based, and discusses possible procedures for implementation in schools and classrooms.

ACCESS: The Education Station

ACCESS: The Education Station offers a variety of resources and services to teachers. For a nominal dubbing and tape fee, teachers may have ACCESS: The Education Station audio and video library tapes copied. ACCESS: The Education Station publishes listings of audio and video cassettes as well as a comprehensive programming schedule.

Of particular interest are the CTS videos, which are available with utilization guides. The guides outline key points in each video and suggest questions for discussion, classroom projects and other activities. Video topics are listed in the Support Learning Resources section of this guide. The videos and accompanying support material can be obtained from ACCESS: The Education Station. Refer to the Distributor Directory at the end of this section for address, telephone, fax and Internet address.

GOVERNMENT SOURCES

National Film Board of Canada (NFB)

The NFB has numerous films and videotapes that may be suitable for Career and Technology Studies strands. For a list of NFB films and videotapes indexed by title, subject and director, or for purchase of NFB films and videotapes, call 1-800-267-7710 (toll free) or Internet address: http://www.nfb.ca

ACCESS: The Education Station and some school boards have acquired duplication rights to some NFB videotapes. Please contact ACCESS: The Education Station or consult the relevant catalogues in your school or school district.

The Edmonton Public Library and the Calgary Public Library have a selection of NFB films and videotapes that can be borrowed free of charge with a Public Library borrower's card. For further information, contact:

Edmonton Public Library
Telephone: 403-496-7000

Calgary Public Library
Telephone: 403-260-2650

For further information contact:

Statistics Canada
Regional Office
8th Floor, Park Square
10001 Bellamy Hill
Edmonton, AB T5J 3B6
Telephone: 403-495-3027
Fax: 403-495-5318
Internet address: http://www.statcan.ca

Statistics Canada produces periodicals, reports, and an annual year book.

Resource Centres

Urban Resource Centres

Instructional Services
Elk Island Public Schools
2001 Sherwood Drive
Sherwood Park, AB T8A 3W7
Telephone: 403-464-8235
Fax: 403-464-8033
Internet Address: http://ei.educ.ab.ca

Learning Resources Centre
Red Deer Public School Board
4747 – 53 Street
Red Deer, AB T4N 2E6
Telephone: 403-343-8896
Fax: 403-347-8190

Instructional Materials Centre
Calgary Separate School Board
6220 Lakeview Drive SW
Calgary, AB T3E 5T1
Telephone: 403-298-1679
Fax: 403-249-3054

School, Student, Parent Services Unit
Program and Professional Support Services Sub Unit
Calgary Board of Education
3610 – 9 Street SE
Calgary, AB T2G 3C5
Telephone: 403-294-8542
Fax: 403-287-9739

Learning Resources
Edmonton Public School Board
Centre for Education
One Kingsway Avenue
Edmonton, AB T5H 4G9
Telephone: 403-429-8387
Fax: 403-429-0625

Instructional Materials Centre
Medicine Hat School District No. 76
601 – 1 Avenue SW
Medicine Hat, AB T1A 4Y7
Telephone: 403-528-6719
Fax: 403-529-5339

Resource Centre
Edmonton Catholic Schools
St. Anthony's Teacher Centre
10425 – 84 Avenue
Edmonton, AB T6E 2H3
Telephone: 403-439-7356
Fax: 403-433-0181

Instructional Media Centre
Northern Lights School Division No. 69
Bonnyville Centralized High School
4908 – 49 Avenue
Bonnyville, AB T9N 2J7
Telephone: 403-826-3366
Fax: 403-826-2959

Regional Resource Centres

Zone 1

Zone One Regional Resource Centre
P.O. Box 6536
10020 – 101 Street
Peace River, AB T8S 1S3
Telephone: 403-624-3187
Fax: 403-624-5941

Zone 2/3

Central Alberta Media Services (CAMS)
182 Sioux Road
Sherwood Park, AB T8A 3X5
Telephone: 403-464-5540
Fax: 403-449-5326

Zone 4

Information and Development Services
Parkland Regional Library
5404 – 56 Avenue
Lacombe, AB T4L 1G1
Telephone: 403-782-3850
Fax: 403-782-4650
Internet Address: http://rtt.ab.ca.rtt/prl/prl.htm

Zone 5

South Central Alberta Resource Centre (SCARC)
Golden Hills Regional Division
435A Hwy 1
Westmount School
Strathmore, AB T0J 3H0
Telephone: 403–934–5028
Fax: 403–934–5125

Zone 6

Southern Alberta Learning Resource Centre (SALRC)
Provincial Government Administration Building
909 Third Avenue North, Room No. 120
Box 845
Lethbridge, AB T1J 3Z8
Telephone: 403–320–7807
Fax: 403–320–7817

OTHER GOVERNMENT SOURCES

Alberta Advanced Education and Career Development
Information Development and Marketing
8th Floor, Commerce Place Building
10155 – 102 Street
Edmonton, AB T5J 4L5
Telephone: 403–422–1794
Fax: 403–422–5319

The Career Planner
The Career Shop (Catalogue)

Alberta Environmental Protection
Information Centre
Main Floor, Bramalea Building
9920 - 108 Street
Edmonton, AB T5K 2M4
Telephone: 403–422–2813
Fax: 403–427-4407

Alberta Environmental Protection has offices in locations throughout the province. Contact the RITE operator for more information.

A Guide to the Environmental Protection and Enhancement Act
Fact Sheets

Alberta Family and Social Services
Office for the Prevention of Family Violence
10030 - 107 Street
Edmonton, AB T5J 3E4
Telephone: 403–422–5916
Fax: 403–427-2039

A publications list of materials available may be obtained from the Resource Centre of the Office for the Prevention of Family Violence. The centre also maintains an automated collection of over 5000 items including books, brochures, information kits, journals, periodicals, reports on research policy and programs in Alberta and other jurisdictions, bibliographies and videos. Also available is an *Alberta Directory of Family Violence Initiatives.*

Alberta Labour
9940 – 106 Street
Edmonton, AB T5K 2N2
Telephone: 403–427–8848
Fax: 403–427–0999

Employment Standards Code (teacher resource package)

Alberta Human Rights and Citizenship Commission
1600 Standard Life Centre
10405 Jasper Avenue
Edmonton, AB T5J 4R7
Telephone: 403–427–3116
Fax: 403–422–3563

or

Main Floor, Dorchester Square
102, 1333 – 8 Street SW
Calgary, AB T2R 1B7
Telephone: 403–297–6571
Fax: 403–297–6567

Alberta Justice
Community Corrections and Release Programs Branch
10th Floor, John E. Brownlee Building
10365 – 97 Street
Edmonton, AB T5J 3W7
Telephone: 403–422–5757
Fax: 403–422–3098

This division provides probation supervision of adult and young offenders and parolees. It has offices throughout the province.

Alberta Legislative Assembly
Edmonton, AB

Alberta statutes, bills and regulations.

Alberta Municipal Affairs – Housing and Consumer Affairs Division

Edmonton: 403-427-4088
Calgary: 403-297-5700
Other Areas: call toll-free 310-0000 and ask for the RITE operator to connect you.

Direct Sales Cancellation Act
The Unfair Trade Practices: Your Rights and Responsibilities
Negotiating a Consumer Complaint

These pamphlets and many more are available for as long as the supply lasts.

Citizenship Services Branch
Room 901 Standard Life Centre
10405 Jasper Avenue
Edmonton, AB T5J 4R7
Telephone: 403–422–5074

Correctional Services of Canada
Publishing and Editorial Services
340 Laurier Avenue West
Ottawa, ON K1A 0P9
Fax: 613–996–5049

or

Calgary District Parole
Ste. 311, 510 – 12 Avenue SW
Calgary, AB T2R 0H3
Telephone: 403–292–5505
Fax: 403–292–5510

Print resources available free including six-part series on the corrections system in Canada.

Human Resources Development Canada/Employment Equity
Edmonton
Telephone: 403–495–5643

Parliament of Canada
House of Commons
Ottawa, ON

Canada's statutes, bills and related sessional documents.

Royal Canadian Mounted Police
Police Services
920 – 16 Avenue NE
Calgary, AB T2E 1K9
Telephone: 403–230–6483

PROFESSIONAL ORGANIZATIONS

Alberta Arbitration and Mediation Society
110 Law Centre
University of Alberta
Edmonton, AB T6J 2H5
Telephone: 403–433–4881
Fax: 403–433–9024
Toll Free (AB/NWT) at 1–800–232–7214

A resource centre, newsletter and yearly directory of arbitrators and mediators are available. Provides arbitration and mediation courses and public workshops. Inquire about the film *Dispute Resolved by Arbitration*.

Canadian Bar Association
1830, 540 – 5 Avenue SW
Calgary, AB T2P 0M2
Telephone: 403–263–3707
Fax: 403–265–8581
Toll Free: 1–800–267–8860

or

2610, 10104 – 103Ave
Edmonton, Alberta T5J 0H8
Telephone: 403–428–1230
Fax: 403–426–6803

Provides a variety of public legal education activities including Law Day and Saturday Morning at the Law School.

The Law Society of Alberta
Edmonton
10104 - 103 Avenue
Edmonton, AB T5J 0H8
Telephone: 403–429–3343
Fax: 403–424–1602

The Law Society of Alberta
Suite 600
919 – 11 Avenue SW
Calgary, AB T2R 1P3
Telephone: 403–229–4700
Fax: 403–228–1728
Toll Free: 1–800–661–9003

Alberta Association of Legal Assistants
Box 11053
Edmonton, AB T5J 3K4
Telephone: 403–428–8834

OTHER ORGANIZATIONS

Alberta Civil Liberties Research Centre
c/o Faculty of Law, University of Calgary
2500 University Drive NW
Calgary, AB T2N 1N4
Telephone: 403–220–2505
Fax: 403–284–0945

Pamphlets about Human Rights and Charter of Rights and Freedom.

Alberta Law Foundation
300, 407 – 8 Avenue SW
Calgary, AB T2P 1E5
Telephone: 403–264–4701

Alberta Seventh Step Society
101, 1009 7 Avenue SW
Calgary, AB T2P 1A8
Telephone: 403–233–0090

Canadian Bankers Association
PO Box 348
30th Floor, Commerce Court West
Toronto, ON M5L 1G2
Telephone: 416–362–6092
Fax: 416–362–7705

Materials on Employment Equity.

Canadian Grandparents' Rights Association
P.O. Box 64128
5512 – 4 Street NW
Calgary, AB T2K 6J1

Canadian Institute of Resources Law
PF-B 330
University of Calgary
Calgary, AB T2N 1N4
Telephone: 403–220–3200

Canadian Securities Institute
2330, 355 – 4 Avenue SW
Calgary, AB T2P 0J1
Telephone: 403–262–1791

Conference Board of Canada
255 Smyth Road
Ottawa, ON K1H 8M7
Telephone: 613–526–3280
Fax: 613–526–4857

Employability Skills Profile – outlines the skills that employers look for in new employees.

Credit Granters Association of Canada
Edmonton Chapter
Box 4530
Edmonton, AB T6E 5G4

Dial-A-Law
100 615 Macleod Trail SE
Calgary, AB T2G 4T8
Telephone: 403–234–9266
or 1–800–322–1091

Pamphlet about services provided.

Edmonton John Howard Society
Suite 301, 10526 Jasper Avenue
Edmonton, AB T5J 1Z7
Telephone: 403–428–7590

In-class presentations for a small fee.

Edmonton Public Schools
Centre for Education
One Kingsway
Edmonton, AB T5H 4G9
Telephone: 403–429–8000

Has a resource kit that includes two videos and a teacher resource manual and other materials to assist students to plan and conduct a public hearing before a utilities board. The kit is multi-media and comprehensive in coverage.

Environmental Law Centre
201, 10350 – 124 Street
Edmonton, AB T5N 3V9
Telephone: 403–482–4891

Operates an information and referral service, including a public resource library of materials on environmental law and policy in Alberta, the Prairie Provinces, and selectively at the national and international levels. On request, specialized bibliographies of resources in the library can be prepared. Library materials may be borrowed once a nominal, annual borrower's fee is paid. The centre is accessible by phone, fax mail, or in-person.

The Globe and Mail
Advertising Department
444 Front Street West
Toronto, ON M5V 2S9
Telephone: 1–800–387–5400
Fax: 416–299–1339

A classroom edition published nine times a year may be ordered in bundles of 30 and accompanied by a teacher's guide. Subscription price is moderate.

Human Rights Institute of Canada
Room 303, 246 Queen Street
Ottawa, ON K1P 5E4
Telephone: 613–232–2920
Attention: Dr. Marguerite E. Ritchie Q.C.

Insurance Institute of Alberta
602, 10235 – 101 Street
Edmonton, AB T5J 3E8
Telephone: 403–424–1268

Insurance Institute of Canada
6th Floor, 18 King Street East
Toronto, ON M5C 1C4
Telephone: 416–362–8586

Investment Dealers Association
2330, 355 – 4 Avenue SW
Calgary, AB T2P 0J1
Telephone: 403–262–6393

John Howard Society of Alberta
2nd Floor, 10523 – 100 Avenue
Edmonton, AB T5J 0A8
Telephone: 403–423–4878

Resource catalogue of approximately 75 papers. Small fee for photocopying and handling.

Landlord and Tenant Advisory Services, Information Centre
800 Macleod Trail SE
P.O. Box 2100, Station M
Calgary, AB T2P 2M5
Telephone: 403–268–4656

Legal Aid Society of Alberta
Youth Office
3rd Floor MacDonald Place
9939 Jasper Avenue
Edmonton, AB T5J 2W8
Telephone: 403–422–8383

Legal Resource Centre Library
Faculty of Extension
University of Alberta
11019 – 90 Avenue
Edmonton, AB T6G 1A6
Telephone: 403–492–5732
Fax: 403–492–6180

Legal Resource Centre
Speakers Bureau
Telephone: 403–492–1703
Fax: 403–492–6180
e-mail: mary.settle@ualberta.ca

Legal Studies Program
Faculty of Extension
University of Alberta
4th Flr University Extension Centre
8303 –112 Street
93 University Campus NW
Edmonton, AB T6G 2T4
Telephone: 403–492–1621
E-mail: acjdesk@web.apc.org
Access to Justice Network:
http://acjnet.extn.ualberta.ca/acjnet/

Native Counselling Services
Edmonton Head Office
800 Highfield Place
10010 – 106 Street
Edmonton, AB T5J 3L8
Telephone: 403–423–2141

Resource library plus some pamphlets and videos.

Orphaned Grandparents Association of Edmonton
c/o Family Service Association of Edmonton
9912 – 106 Street
Edmonton, AB T5K 1C5

Public Legal Education Network of Alberta: An Alberta Society (PLENA)

Internet: http://www.extension.ualberta.co/plena

The legal Services Directory is on-line at the above address. This directory will refer you to agencies and programs that provide legal information and speakers on legal topics.

Public Legal Education Society – People's Law School
150, 900 Howe Street
Vancouver, BC V6Z 2M4
Telephone: 604–688–2565

Shared Parenting Association of Alberta
202, 315 – 10 Avenue SE
Calgary, AB T2G 0W2
Telephone: 403–262–4662

Student Legal Services of Edmonton
11011 – 88 Avenue
Emily Murphy House
Edmonton, AB T6G 0Z3
Telephone: 403–492–2226

A free community service provided by University of Alberta law students.

- pamphlets on a variety of issues, lectures on the Canadian legal system and assistance with mock trials
- lectures on suggested topics.

PUBLICATIONS

Canada Yearbook
Publication Sales and Services
Statistics Canada
Ottawa, ON K1A 0T6

Edmonton Region
8th Floor, Park Square
10001 Bellamy Hill Road
Edmonton, AB T5J 3B6
Telephone: 403–495–4442

Order through any federal regional offices.

CAPSLE Comments
W.F. Foster, Chair
Publications Committee
CAPSLE
McGill University
3644 Peele Street
Montreal, PQ J3A 1W9
Telephone: 514–398–6627

A quarterly newsletter of the Canadian Association for the Practical Study of Law in Education.

Decisis – The Advocate
Spetz Publishing
630 Graceland Avenue
Kingston, ON K7M 7P7
Telephone: 613–589–7176

Published five times yearly. Deals with one issue in each publication.

Decisis – The Journal for Teachers of Canadian Law
Spetz Publishing
630 Graceland Avenue
Kingston, ON K7M 7P7
Telephone: 613–589-7176

Published ten times a year. Objectives are to: advise of changes in the law; to provide summaries of recent important cases; and to provide continuing teacher education

EDU-LAW
EDU-LAW Consulting Services Ltd.
104, 100 Matheson Boulevard East
Mississauga, ON L4Z 2G7
Telephone: 905-890-7705

Published as issues arise to provide educators and the public a legal perspective on education.

Just In Time
IPI Publishing
Suite 708
50 Prince Arthur Avenue
Toronto, ON M5R 1B5
Telephone: 416-944-1141
Fax: 416-944-1153

This quarterly magazine newsletter brings together information on topical legal issues.

Law Now
Legal Resource Centre
10019 – 90 Avenue
Edmonton, AB T6G 1A6
Telephone: 403-492-1751
Fax: 403-492-6180
e-mail: law.now@valberta.ca

Law Now is published ten times a year. It provides articles on current legal issues and up-to-date information on resources.

Status Update
The Premier's Council on the Status of Persons with Disabilities
250, 11044 – 82 Avenue
Edmonton, AB T6G 0T2
Telephone: 403-422-1095
Fax: 403-422-9691
Toll Free: 1-800-272-8841

A quarterly fact sheet intended to inform readers of the activities of the Premier's Council and to provoke discussion about issues facing people with disabilities.

Transition
The Vanier Institute of the Family
94 Centrepoint Dr
Nepean, ON K2G 6B1
Telephone: 613-228-8500
Fax: 613-228-8007

A quarterly publication that provides commentary and research on issues that affect families in Canada.

DISTRIBUTOR DIRECTORY

The entries in the Distributor Directory are arranged alphabetically by code.

CODE	Distributor/Address	Contact Via
ACC	ACCESS: The Education Station 3270 – 76 Avenue Edmonton, AB T6B 2N9	403–440–7777 Fax: 403–440–8899 1–800–352–8293 http://www.ccinet.ab.ca/access
JWS	John Wiley & Sons Canada Ltd. See LRDC Buyers Guide for Information	
LRDC	Learning Resources Distributing Centre 12360 – 142 Street Edmonton, AB T5L 4X9	403–427–5775 Fax: 403–422–9750 http://ednet.edc.gov.ab.ca/lrdc
MED	MediCinema Ltd. 131 Albany Avenue Toronto, ON M5R 3C5	416–977–0569 Fax: 416–977–0569
OME	Omega Films Limited 70 Milner Avenue, Unit #7 Scarborough, ON M1S 3P8	416–291–4733 Fax: 416–291–7775 1–800–663–4238
SUN	Sunburst Communications 920 Mercer Street Windsor, ON N9A 7C2	1–800–321–7511 Fax: 914–747–4109
TVO	TVOntario P.O. Box 200, Station Q 2180 Yonge Street Toronto, ON M4T 2T1	416–484-2885 Fax: 416–484–2896 http://www.tvo.org

LEGAL STUDIES

SECTION J: SAMPLE STUDENT LEARNING GUIDES

The following pages provide background information, strategies and a template for developing student learning guides. Also included at the end of this section are several sample student learning guides for Legal Studies.

A student learning guide provides information and direction to help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher.

Many excellent student learning guides (SLGs) are available for use and/or are in the process of being developed. While Alberta Education provides a development template accompanied by some samples, most student learning guide development is being done by individuals and organizations across the province (e.g., school jurisdictions, specialist councils, post-secondary organizations). Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 11) for further information regarding student learning guide developers and sources.

Note: A student learning guide is not a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

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- Components of a Student Learning Guide J.3
- Strategies for Developing Student Learning Guides J.4

SAMPLE STUDENT LEARNING GUIDE TEMPLATE J.5

SAMPLE STUDENT LEARNING GUIDES
- LGS1010 You & the Law 1 (as a Consumer and as a Family Member) J.11
- LGS1020 You and the Law 2 (in Society and in the Workplace) J.19
- LGS2050 Law & the Traveller J.25

BACKGROUND

A Student Learning Guide (SLG) is a presentation of information and direction that will help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher. A SLG is not a self-contained learning package such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

Each SLG is based on curriculum and assessment standards as defined for a particular CTS module. Curriculum and assessment standards are defined in this document through:

- module and specific learner expectations (Sections D, E and F)
- assessment criteria and conditions (Sections D, E and F)
- assessment tools (Section G).

The SLG is written with the student in mind and makes sense to the student in the context of his or her CTS program. SLGs are designed to guide students through modules under the direction of the teacher. They can be used to guide:

- an entire class
- a small groups of students
- individual students.

In some instances, the Student Learning Guide may also be used as teacher lesson plans. When using SLGs as teacher lesson plans, it should be noted that they tend to be:

- learner-centred (versus teacher-directed)
- activity-based (versus lecture-based)
- resource-based (versus textbook-based).

Components of a Student Learning Guide

The student learning guide format, as developed by Alberta Education, typically has *seven* components as described below.

1. *Why Take This Module?*

   This section provides a brief rationale for the work the student will do, and also establishes a context for learning (i.e., in relation to the strand, a life pursuit, a specific industry, etc.).

2. *What Do You Need To Know Before You Start?*

   In this section, prerequisite knowledge, skills and attitudes considered necessary for success in the module are identified. Prerequisites may include other modules from within the strand or from related CTS strands, as well as generic knowledge and skills (e.g., safety competencies, the ability to measure/write/draw, prior knowledge of basic information relevant to the area of study).

3. *What Will You Know And Be Able To Do When You Finish?*

   This information must parallel and reflect the curriculum and assessment standards as defined for the module. You may find it desirable to rewrite these standards in less formal language for student use.

4. *When Should Your Work Be Done?*

   This section provides a timeline that will guide the student in planning their work. The timeline will need to reflect your program and be specific to the assignments you give your students. You may wish to include a time management chart, a list of all assignments to be completed, and instructions to the student regarding the use of a daily planner (i.e., agenda book) to organize their work.

5. *How Will Your Mark For This Module Be Determined?*

   This section will interpret the assessment criteria and conditions, assessment standards, assessment tools and suggested emphasis as defined for the module within the context of the projects/tasks completed. Accepted grading practices will then be used to determine a percentage grade for the module—a mark not less than 50% for successful completion. (**Note**: A module is "successfully completed" when the student can demonstrate ALL of the exit-level competencies or MLEs defined for the module.)

6. *Which Resources May You Use?*

   Resources considered appropriate for completing the module and learning activities are identified in this section of the guide. The resources may be available through the Learning Resources Distributing Centre (LRDC) and/or through other agencies. Some SLGs may reference a single resource, while others may reference a range of resources. Resources may include those identified in the Learning Resource Guide (Section I) as well as other sources of information considered appropriate.

7. *Activities/Worksheets*

   This section provides student-centred and activity-based projects and assignments that support the module learner expectations. When appropriately aligned with curriculum and assessment standards, successful completion of the projects and assignments will also indicate successful completion of the module.

Strategies for Developing Student Learning Guides

Prior to commencing the development of a student learning guide, teachers are advised to obtain:

- the relevant Guide to Standards and Implementation
- the student learning guide template.

Information communicated to the student in the SLG must parallel and reflect the curriculum and assessment standards as defined for the module. Therefore, critical elements of the Guide to Standards and Implementation that need to be addressed throughout the SLG include:

- module and specific learner expectations
- assessment criteria and conditions
- assessment standards
- assessment tools.

Additional ideas and activities will need to be incorporated into the student learning guide. These can be obtained by:

- reflecting on projects and assignments you have used in delivering programs in the past
- identifying human and physical resources available within the school and community
- networking and exchanging ideas (including SLGs) with other teachers
- reviewing the range of resources (e.g., print, media, software) identified in the Learning Resource Guide (Section I) for a particular module/strand.

Copyright law must also be adhered to when preparing a SLG. Further information and guidelines regarding copyright law can be obtained by referring to the:

- *Copyright Act*
- *Copyright* and the *Can Copy Agreement*.

A final task in developing a student learning guide involves validating the level of difficulty/challenge/rigour established, and making adjustments as considered appropriate.

A template for developing student learning guides, also available on the Internet, is provided in this section (see "Student Learning Guide Template", pages J.5–10). Several sample student learning guides are also provided in this section (see "Sample Student Learning Guides," starting on page J.11.

CAREER &
TECHNOLOGY
STUDIES

SAMPLE STUDENT LEARNING GUIDE TEMPLATE

WHY TAKE THIS MODULE?

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

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•
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WHEN SHOULD YOUR WORK BE DONE?

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HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE

WHICH RESOURCES MAY YOU USE?

-
-
-
-
-
-

ACTIVITIES/WORKSHEETS

CAREER &
TECHNOLOGY
STUDIES

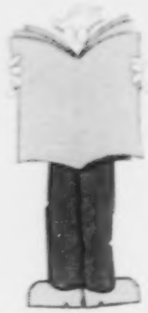
LEGAL STUDIES

SAMPLE STUDENT LEARNING GUIDE

LGS1010 You & the Law 1
(as a Consumer and as a Family Member)

LGS1010 You & the Law 1 (as a Consumer and as a Family Member)

WHY TAKE THIS MODULE?



- Learn about where you stand with the law.
- Discover how the law affects you as a consumer.
- Learn about the laws related to you as a family member.
- Begin learning the language of the law.
- Develop a background for other modules.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

However, your enthusiasm and a willingness to learn will ensure success.

LGS1010 You & the Law 1 (as a Consumer and as a Family Member)

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- investigate laws related to the consumer and to the family
- examine the foundations for these laws
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

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LGS1010 You & the Law 1 (as a Consumer and as a Family Member)

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate **all** of the competencies required for this module. When you have done this, your percentage mark for the module will be determined as follows:	
• Written Assignments and Test	40–70%
• Practical Application	30–50%

WHICH RESOURCES MAY YOU USE?

Specific reference is made to two texts that may be used as a guideline. Ask your teacher to check the Learning Resource Guide.

- *Applying the Law.* McGraw-Hill Ryerson Ltd.
- *All About Law.* John Wiley & Sons (3rd Edition).
- Videos - on hand or borrowed.
- Dial-A-Law.
- Newspapers, magazines, pamphlets.
- Law Pac Series (Tip sheets No. 4 - Child Sexual Abuse).
- Kit on Family Violence.

LGS1010 You & the Law 1 (as a Consumer and as a Family Member)

ACTIVITIES/WORKSHEETS

1. Read the following activities, and with the help of your teacher, fill in your calendar indicating when you will complete each activity.

2. Why do we have laws? Before you look at any resources, provide the answer to this question by writing a paragraph of at least four sentences. After reviewing some of the resources (*Applying the Law*, pp. 1–3; *All About Law*, pp. 1–4), write another paragraph answering the same question and including in it a definition of the word "law." Keep both items to show to your teacher.

3. In consultation with your teacher, discuss a newspaper assignment, which you should have completed by the end of this module.

4. View a video(s) on contracts and/or read the chapters in the text(s) (*Applying the Law*, chapters 22–23; *All About Law*, chapters 18–19) to complete the following:

   - Prepare a quiz with 10 cases, or scenarios, that relate to the necessary elements of a contract, and types of contracts. Provide the solutions to the quiz.

   OR

   - Prepare two sample written contracts that have all the necessary elements. One sample should be a simple contract and one should be a specialty contract. Explain verbally to your teacher, or in writing, how these contracts satisfy the requirements.

5. Read the sections on consumer protection in the text(s) (*Applying the Law*, chapters 25–26; *All About Law*, chapter 22), view a video(s) and read tip sheets on the *Unfair Trade Practices Act*. **Choose two of the following activities** to explain the legal rights and responsibilities of the consumer in regard to advertisements, returns, deposits, direct sales, warranties and guarantees.

   - Create a bulletin board using newspapers and magazines and explain how they relate to the terms.

   OR

   - Write scenarios that pose problems that consumers have had in regard to the above terms and provide the solutions to the problems.

   OR

   - Write a letter to a major appliance company detailing your concerns regarding a warranty or guarantee. Refer to a specific item you have recently purchased and are not satisfied with. Be sure to suggest what you feel would be a fair solution to your concerns based upon the law.

   OR

   - Write a letter to a friend which gives them the legal information that you think he or she, as a consumer, should know in regard to the above terms.

LGS1010 You & the Law 1 (as a Consumer and as a Family Member)

6. Read sample-court decisions (*Applying the Law*, pp. 303–306; *All About Law*, pp. 458–459) and draw conclusions about the rights and responsibilities of a minor when purchasing necessaries or non-necessaries. Prepare a chart that would provide this information.

7. Collect samples of documents that relate to obtaining credit (*Applying the Law*, pp. 331–332, 353–354; *All About Law*, pp. 556–557), e.g., loan application form (bank), credit application (credit card company), promissory note, or ask your teacher to show you some examples. Complete one of the forms and explain the legal implications if you are approved.

8. Obtain information about the rights and responsibilities of the tenant and of the landlord by reading the texts (*Applying the Law*, pp. 424–431; *All About Law*, pp. 490–509). To obtain information about the *Residential Tenancies Act* of Alberta, read the literature supplied by your teacher. Complete one of the following activities:

   - Arrange for a guest speaker or interview an expert. (NOTE: the guest speaker or interviewee could be a lawyer, real estate agent, property manager or other knowledgeable person.) Summarize the information obtained from the speaker or the interview and hand in as a report.

   OR

   - Interview a landlord and a tenant and have them identify problems that they encounter. (Generate a series of specific questions to ask before the interview.) In a follow-up activity, summarize the results and explain whether having a lease would help solve the problems.

   OR

   - Fill in a copy of a lease or complete a Rental Inspection Report from the point of view of a landlord and/or tenant using facilities available (perhaps your own room) and hand it in.

9. Read information (*Applying the Law*, pp. 236–247, 255–256, 268–278; *All About Law*, pp. 366–375, 412–441) and/or view a film on family law and on the court structure that pertains to the family, including children, in Alberta.

   - Prepare a chart that shows the legal requirements and the essential requirements of a marriage.
   - Draw a diagram that illustrates the various courts and the issues dealt with by each court.
   - Construct a list of rights, responsibilities and legal obligations of parents as they relate to children (foster, adoptive, natural).

10. Using the resources supplied (*Applying the Law*, p. 273; *All About Law*, pp. 422–425; Law Pac Series Tipsheet #4) and newspaper articles, prepare a report that gives examples of behaviour within families which legally is considered abusive. Using the same articles, discuss which reflect examples of physical, psychological and or sexual violence.

LGS1010 You & the Law 1 (as a Consumer and as a Family Member)

11. Research decisions of cases in family law regarding the rights and responsibilities of married people and those who are cohabiting to complete one of the following:

    - a chart showing the differences between rights and responsibilities of married people and those who are cohabiting (*Applying the Law*, pp. 240–245; *All About Law*, pp. 403–411)

    OR

    - write a newspaper article that describes the differences between the rights and responsibilities of married people and those who are cohabiting.

12. Examine information about the *Divorce Act* (*Applying the Law*, pp. 257–265; *All About Law*, pp. 376–387) and the division of a property when a marriage is dissolved (*Applying the Law*, pp. 248–267; *All About Law*, pp. 391–397). Be sure to read about the *Alberta Matrimonial Properties Act*. Prepare a chart showing the rights of the parties in a divorce and the rights of the parties in the division of property as a result of a divorce in Alberta.

13. Read information or view a film that provides information on preparing your will and complete one of the following:

    - examine sample wills and indicate where errors exist

    OR

    - prepare a will for your teacher to review

    OR

    - critique a will drafted by another student.

14. Using the information reviewed:

    - list the various parties to a will and their various duties/responsibilities/entitlements with respect to wills
    - list the duties of an executor
    - describe the differences between a life estate and a fee simple estate.

15. In consultation with your teacher, decide on an ongoing personal project, which you will continue throughout the Legal Studies modules. Some ideas include:

    - select newspaper articles that deal with issues related to the law (your teacher will give you direction about details required)
    - keep a record of all rights and responsibilities you learn about in each Legal Studies module and present your findings at the end of the third or fifth module.

16. When you are ready to take the test on this module, let your teacher know.

CAREER &
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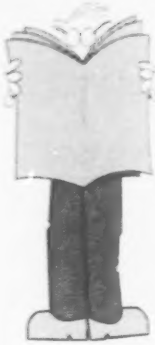
STUDIES

LEGAL STUDIES

SAMPLE STUDENT LEARNING GUIDE

LGS1020 You & the Law 2 (in Society and in the Workplace)

WHY TAKE THIS MODULE?



- It deals with laws that will affect you and your friends in the workplace.
- It will also acquaint you with elements of criminal and civil laws about which you, as a citizen, should be informed.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

However, *LGS1010: You & the Law 1* will provide helpful background knowledge to work successfully in this module.

LGS1020 You & the Law 2 (in Society and in the Workplace)

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- identify laws related to the workplace
- examine the rights and responsibilities of the individual in society
- examine the foundations for these laws
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

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LGS1020 You & the Law 2 (in Society and in the Workplace)

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate **all** of the competencies required for this module. When you have done this, your percentage mark for the module will be determined as follows:	
• Tests	25–35%
• Assignments	55–75%

WHICH RESOURCES MAY YOU USE?

Specific reference is made to two texts that may be used as a guideline. Ask your teacher to check the Learning Resource Guide.

- *Applying the Law*. McGraw-Hill Ryerson Ltd.
- *All About Law*. John Wiley & Sons. (3rd Edition)
- Videos - on hand or borrowed.
- Newspapers and magazines, pamphlets from Employment Standards Branch.
- Law Pac Tipsheets #1, 2, 3, 5, 6, 7, 8.

LGS1020 You & the Law 2 (in Society and in the Workplace)

ACTIVITIES/WORKSHEETS

1. Read the following activities and, with the help of your teacher, fill in the calendar indicating when you will complete each activity.

2. In consultation with your teacher, discuss a newspaper assignment, which you should have completed by the end of this module.

3. Consider the project you chose in Module LGS1010 to pursue throughout the Legal Studies course and be prepared to follow through so that you will have the part that pertains to Module LGS1020 completed on schedule.

4. People say "for every right there is a responsibility." Using the available resources (*All About Law*, pp. 512–518; *Applying the Law*, pp. 404–409; Law Pac Tipsheets #5 and #6; Employment Standards Branch pamphlets) as well as your existing knowledge, prepare a list of the rights and responsibilities of the employer and of the employee as they relate to non-unionized labour. Include in this any federal regulations that would affect unemployed workers. Decide what method you wish to use to present this information.

   As a **bonus** you might write a Bill of Rights for an Employee that includes eight points.

5. Research the *Canadian Human Rights Act* and the *Individual's Rights Protection Act* to determine what discrimination in employment is prohibited (*All About Law*, pp. 70–76; *Applying the Law*, pp. 45–70; Law Pac Tipsheets #8 and #9). Write a report that discusses this topic and refer to at least three cases, either in the newspaper or in your textbook, which have established that these two Acts do have an effect on how people in the workforce are treated.

6. A crime usually consists of certain elements or conditions. Determine what those elements or conditions are and find at least four cases, in the newspaper or in your textbook (*All About Law*, pp. 98–106; *Applying the Law*, pp. 72–85), which indicate that a crime had or had not been committed.

7. a. Using various resources (videos, print material) provide a summary that explains the intent and philosophy behind the *Young Offenders Act* (*All About Law*, pp. 252–279; *Applying the Law*, pp. 169–175). Using a report form or a chart, comment on the following areas: minimum and maximum age, types of offences, waiver into adult court, trial procedures, rules of evidence, right to legal counsel, notice to parents, sentencing.

   b. Using the information gathered on the *Young Offenders Act*, write a position that argues in favour of or against this legislation. Make sure that you identify at least three main reasons for your position.

LGS1020 You & the Law 2 (in Society and in the Workplace)

8. After reviewing the appropriate resources (*All About Law*, pp. 33–40; *Applying the Law*, pp. 23–35) draw a chart that shows the court systems that have been developed to deal with the three levels (federal, provincial and municipal) of government in Canada. Give at least three examples of the type of case that would be heard in each court.

9. Individually or in a group, list as many crime-related laws as you can. Determine the three laws that affect you the most now or about which you would like to have further information. Identify selected offences within these laws, the jurisdiction and the consequences for each offence (*All About Law*, pp. 198–249; *Applying the Law*, pp. 72–85, 177–190; Law Pac Tipsheets #1, 2 and 3).

10. Explain the purpose of Tort law and explain the difference between an intentional and an unintentional tort by drawing a cartoon, finding newspaper articles or using another method approved by your teacher (*All About Law*, pp. 284–309; *Applying the Law*, pp. 191–217). Give examples of liability cases related to intentional and to unintentional tort.

11. From your readings or from information provided by your teacher, draw diagrams to show the legal process that would be followed in civil cases and in criminal cases. Prepare a chart that compares the procedures or explain in a written report the similarities and differences.

12. Make a presentation (choose the format and discuss it with your teacher) which compares the purpose of tort law and the purpose of criminal law and which compares the remedies for tort action with those for criminal action.

13. As a continuation of your study of rights and responsibilities, investigate anti-discrimination legislation in situations other than the workplace; the role of an advocate; the right to an education; the rights and responsibilities of students (*All About Law*, pp. 70–85; Law Pac Tipsheet #7).Choose two of the following activities:

    - Read about cases of anti-discrimination (either in the text or in the newspaper) that have been before the courts. Write an article for a local newspaper about a case that you select and about which you think the public should be better informed.
    OR
    - Prepare both sides of a debate and provide the argument for promoting the role of an advocate and abolishing the role of an advocate. If possible, conduct the debate under the proper rules.
    OR
    - There is a debate going on in your community about the "right to an education" and the "rights and responsibilities or students." There is to be a public hearing to receive opinions from individuals. Prepare a speech that you would make at the hearing. In your submission, make specific reference to legislation. Decide, with your teacher, whether you will make the speech to your class or whether you will hand it in to be marked.

14. Discuss with your teacher when you will be ready to take the test on this module.

CAREER & TECHNOLOGY STUDIES

LEGAL STUDIES

SAMPLE STUDENT LEARNING GUIDE

LGS2050 Law and the Traveller

LGS2050 Law & the Traveller

WHY TAKE THIS MODULE?

- Learn about the challenges involved in travel.
- Focus on the legal rights and responsibilities of the traveller to ensure successful and happy travelling.
- Learn about legislation designed to ensure that travellers receive what they pay for.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

However, *LGS1010: You & the Law 1* and *LGS1020: You & the Law 2* will provide helpful background knowledge to work successfully in this module.

LGS2050 Law & the Traveller

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- identify and describe the legal considerations when individuals travel domestically and internationally
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

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HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate **all** of the competencies required for this module.	
When you have done this, your percentage mark for the module will be determined as follows:	
• Assignments.	0–70%
• Career/Portfolio.	10–20%
• Tests.	20–40%

WHICH RESOURCES MAY YOU USE?

- *Law Now* (October 1990).
- Alberta Motor Association.
- *Canada Year Book* – lists Canadian embassies and trade missions abroad (foreign embassies, consulates and legations)
- Any post office for passport application form
- Revenue Canada: *I Declare* and other pamphlets

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LGS2050 Law & the Traveller

ACTIVITIES/WORKSHEETS

1. Read the following activities and, with the help of your teacher, fill in the calendar indicating when you will complete each activity.

2. Select the country of your choice and write a letter to that country's embassy or consulate requesting travel and other requirements for visiting that country, e.g., is a visa required, restrictions on length of stay, health regulations, customs. Supplement your research with information from a travel agency. Prepare a report or chart showing the requirements and other information received from the embassy or legation.

3. Complete the necessary documents to apply for a passport.

4. Arrange to interview three people who are connected to the travel industry; e.g. a travel agent, hotel/motel operator, member of the RCMP, Canada Customs officer, Parks Canada staff. Prepare a set of interview questions that discuss various restrictions, problems, etc., that may be encountered when travelling in Canada or to a foreign country. Determine which questions you will ask depending upon whom you are interviewing. Present a report to your teacher or to the class. Follow up with a letter thanking the persons whom you interviewed
   OR
   Arrange to have a guest speaker(s) who is connected to the travel industry. Prepare a set of questions, similar to those above, which you want to have answered. Prepare a worksheet for the other students. Follow up with a letter thanking the speaker(s).

5. Assume you work for a travel agency. Write a letter to a client who has asked you to prepare travel plans for a trip to another country. Explain the legal responsibilities of the traveller if he or she cancels after all reservations (flights, accommodation, tours) are made and paid for. Explain the legal rights of the traveller and the responsibilities of the travel agency if it is responsible for the arrangements being cancelled. Be sure to indicate any legal implications for the client of purchasing different classes of plane tickets.

6. Prepare a detailed outline of a trip to another country. Show all the necessary legal steps that should be taken before you go on your travels. Using a chart show the role and liability of all those in the travel industry and others who may be involved by the time you have completed your trip and returned home.

7. Write a letter to a friend who has asked you about the restrictions placed on Canadian citizens when making purchases abroad. In addition, explain the role of Canada Customs in enforcing the regulations.

8. Examine the procedure for making a claim on travel-related insurance. Fill in the appropriate documents for the claim, or write a report outlining the procedure from the time the claim is reported until it is satisfactorily concluded.

9. Explore two law-related careers, e.g., customs officer, foreign services, travel agent, and write a report explaining which of the two you might prefer and why.

10. Make a list, with your teacher's help, of some challenging issues related to laws and the traveller. Choose one of the issues and gather information that enables you to compare our laws with those of at least two other countries in regard to this issue. Discuss with your teacher how you will present this information.

11. Prepare a scrapbook of cases, newspaper clippings, etc., that relate to travellers in Canada from other countries, or Canadians travelling in other countries who have had difficulty with the law.

12. Complete a test for this module.

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